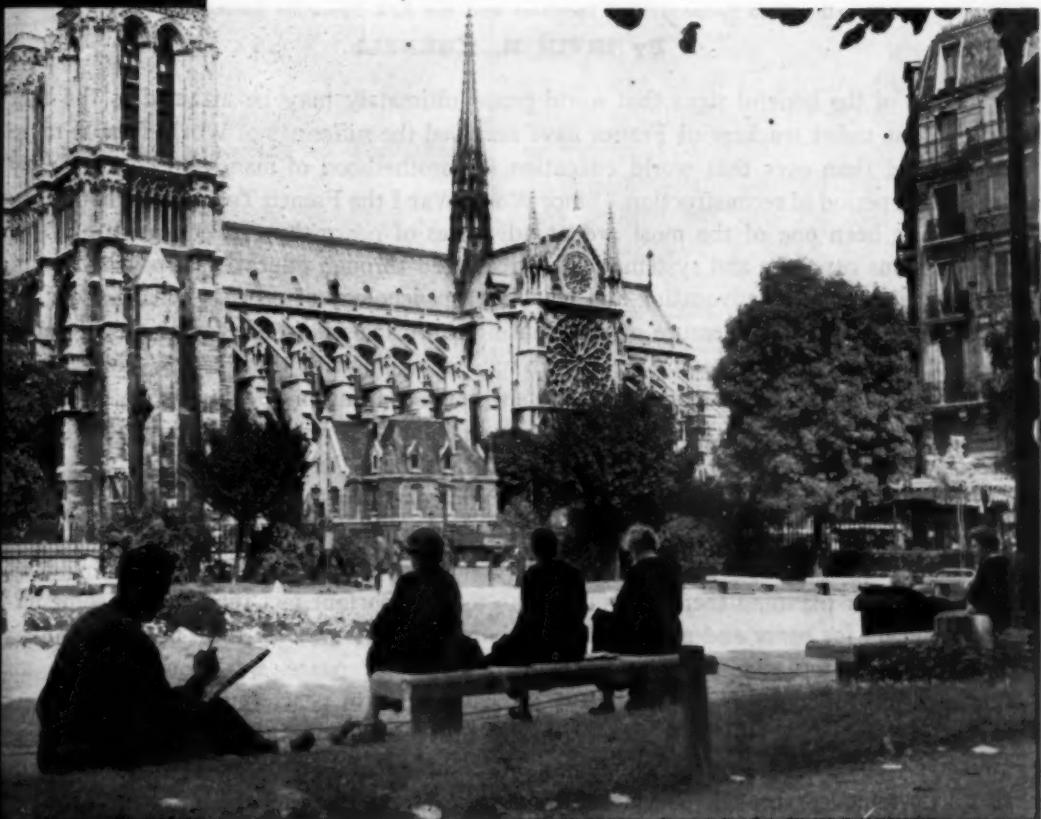


GI student at the famous Sorbonne studies the architecture of Notre Dame in Paris. See article on page 15.



Acme Photo

The American Teacher

The Teachers of France And World Peace

Just as this issue was going to press Mr. Kuenzli received a cable announcing that Louis Dumas was en route to America and would arrive early in November. Mr. Dumas is coming at the invitation of the Ohio Federation of Teachers and the AFT Executive Council.

By IRVIN R. KUENZLI

ONE of the hopeful signs that world peace ultimately may be attained is the fact that union teachers of France have survived the sufferings of World War II more determined than ever that world education for brotherhood of man shall be a primary task in the period of reconstruction. Since World War I the French Teachers' Union (syndicat) has been one of the most ardent advocates of peace through education. While the Germans carefully and systematically inculcated through education a psychology of war, the French were advocating and teaching a psychology of peace. During the summer of 1937 I had the pleasure of representing the teachers of America at a conference on public education arranged by the French in connection with the Paris World Exposition. The theme of this meeting was "Peace through Education." Thus while Germany was putting the finishing touches on its war machine the French were vainly attempting to complete the machinery of peace. The teachers from Germany and Italy were conspicuously absent from this Paris conference on education for peace.

Had the German teachers devoted themselves to the philosophy of peace as did the French teachers, it is probable that World War II would never have happened. In all of our postwar planning there is probably no more important fact than this: if some nations educate for peace and others for war, there can be no peace. If all nations through a program of international education should educate for peace, war would become an improbability if not an impossibility. A psychology of peace built up in all nations through education would be a more powerful preventative of war than is the mass fear created by the havoc of the atomic bomb. The power to kill is destroyed when the will to kill is removed through education. Education alone can be the effective weapon against the almost unlimited destructiveness of scientific discovery. The hope of the world lies in a successful system of international education. This essentially has been the philosophy of the French teachers during the last quarter of a century.

That the indescribable sufferings of the French teachers during World War II has not destroyed the indomitable will to attain the age of peace through education is dramatically emphasized in the following telegram received by the Secretary-Treasurer of the AFT on October 2, 1945, from Mr. Louis Dumas, president of the teachers' union of France, general secretary of the International Federation of Teachers' Associations and one of the few survivors among the leaders of the French teachers' union:

Tell our friends and brothers in the American Federation of Teachers that the French Teachers' Syndicate [union] is stronger than ever, with 110,000 members out of 130,000 teachers. During the occupation French teachers worked practically unanimously for liberation through all underground means. Unfortunately Secretary Lapierre died at the Dachau concentration camp and Treasurer Cormier at Ravensbruck. The Nazis also killed assistant secretary Rollo and many other leaders. The small group of collaborationists were expelled from the union and from the teaching profession.

The problems of production and consumption in our economy are still unresolved. Permanent international cooperation and mutual understanding are urgently required to destroy those ideologies of tyranny which still remain. Labor must lead the peoples of the world in a new war against the destruction of mankind.

French teachers thank your American boys for the sacrifices made for our common ideals and for liberation from tyranny.

LOUIS DUMAS

The American Teacher

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AFL Education Committee Meets in Washington

The AFL's education committee met in Washington on October 10 and discussed a number of problems of direct interest to the AFT.

Federal Aid to Education. The committee disclosed the present status of federal aid legislation and voted to explore the possibility of having a bill prepared by the Senate Committee on Education and Labor incorporating as many as possible of the principal features of S717. It was pointed out that the NEA bill, S181, is practically obsolete, since it was designed as a wartime emergency measure and Congress is showing a definite trend toward discontinuing emergency legislation. Some of the responsible persons in the federal government who are most interested in federal aid state that the position of the AFT Commission is the best existing basis for a federal aid program.

Unless a bill is prepared by the Senate Committee very soon it is likely that federal aid will be a dead issue permanently—or at least for many years. If preliminary explorations warrant, it is probable that the AFL education committee will call a meeting of interested groups to propose a joint bill. This was the original proposal of the AFT Commission and was *approved* unofficially by some of the NEA leaders but was *disapproved* by official NEA action.

Publicity and Public Relations. The committee discussed the possibilities of an enlarged publicity and public relations program for the AFL in the field of labor and education. Florence Thorne, AFL Research Director, Selma Borchardt, AFL legislative representative, and Irvin Kuenzli, AFL secretary-treasurer, were appointed a subcommittee to recommend subjects on which pamphlets and bulletins might be prepared.

Workers' Education in U.S. Department of Labor. AFT Vice-President Arthur Elder, who was in Washington to attend an exploratory conference by the Department of Labor on setting up some kind of workers' education service, presented a report on the conference to the AFL education committee. Miss Thorne, who represented the AFL at the same conference, made a report also. The AFL education committee voted to support the project provided that safeguards be set up against using the service for propaganda purposes.

President's Page

Programming for Peace

GRATITUDE to Almighty God for the blessing of world-wide peace is the natural reaction of us all. The guns at last are stilled but the impact of global war upon our social, economic, and educational life is by no means at an end. On the contrary, peace with its problems of reconversion and readjustment confronts us with a new challenge so to direct our energies that educational opportunity in America shall be expanded rather than curtailed.

Peace to prevail must afford security, full employment, and elevation of our moral and spiritual concepts. Enlightments of all our people through broadening of the entire structure of public education is imperative if America is truly to serve as the habitat of progress, prosperity, and plenty for all.

Integration and readjustment of the AFT program for a nation at war into a peacetime program is our immediate task. A review of our wartime program and our accomplishments thereunder may properly preface consideration of our program for the immediate years ahead.

In addition to the accomplishments of the AFT listed in this column in the October 1945 issue, the American Federation of Teachers insisted that wartime stresses should not be permitted to impair the education of our youth. We believed that reduction of illiteracy, improvement of physical fitness, expansion of technical and scientific training, and an enlarged program of adult education were essential to our national defense.

To achieve that end we opposed nation-wide curtailment of financial support of our schools, and the denuding of our classrooms by industry under the guise of wartime necessity. We advocated increased state and local financing of our schools in every state in the Union.

Our program has not alone been effective on a national scale. In state after state locals of the AFT and State Federation of Teachers have made significant gains. For example, Ohio secured an 8 million dollar increase in allocation of state funds for education, enacted over the governor's veto a permanent upward revision of per pupil grants, and improved the teachers' pension act to provide increased pensions for teach-

ers. New York City, largely through efforts of the Teachers' Guild, Local 2, greatly increased its budget for public school support. Pennsylvania granted increases to its lowest paid teacher groups and defeated a vicious efficiency rating bill under which salary advancement would have become subject to currying favor of the administrators and under which salary security would have been destroyed. Delaware adopted a teachers' pension law.

Local 8, Washington, D. C. single-handedly, as admitted by an unfriendly press, effected amendments to a teachers' pay bill granting to each D. C. public school teacher a \$100 increase for next year (a \$300,000 gain), inclusion of statutory protection of tenure, and elimination of a voluntary demotion provision.

Similarly in other cities throughout the nation our locals were successful in securing salary increases, single salary schedule adoption, and expanded programs for pupil betterment and in developing harmonious working relationships between the teaching personnel and school boards and administrators.

These gains were achieved with the support of the organized labor movement in the states and cities involved and demonstrate convincingly that labor and learning in the companionship of service can better the lot of our youth and of their teachers.

On national, state, and local levels the AFT has been an alert, virile, effective instrument in promoting progress in education in America. Our wartime program was geared to the accelerated tempo of the times and represents achievement in magnitude wholly disproportionate to our numeric strength. Our real strength lies in the militant might of thousands of public school classroom teachers, unshackled from fear, outspoken and forthright in advancing pupil and professional welfare, and allied with organized labor—the originator and promoter of our public school system and its staunchest defender throughout the years—in striving for social betterment, economic security, abolition of ignorance and poverty, and enrichment of our intellectual and spiritual heritage.

Our program for peace is no less militant. On certain fundamentals of policy we stand unmoved. We affirm the right of teachers freely to join or to refuse to join organizations of their own choosing. We advocate adequate teacher tenure and pension laws in every state of our

*Education - Govt. L. b.
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union. We oppose denial to teachers of any of their rights as citizens. We favor equal pay for equal training and experience. We continue to place youth and youth needs above all other considerations and to strive for increased local, state, and national financing of our schools to better serve our youth and through them our nation.

In the absence of a 1945 convention our program for peace has been outlined by the Executive Council at its August meeting. The October issue of the **AMERICAN TEACHER** gave a complete report of its decisions, to which your thoughtful attention is directed.

As mandated by our last convention we shall continue to strive for enactment of a bill to provide federal aid to education, a bill which discriminates against no American child, which recognizes need as the basis of allocation, which provides stipends to needy youth to permit completion of education in secondary school, which provides for expansion of services to youth and which grants benefits to states to assure elevation of salaries for classroom teachers.

Regarding compulsory military training the Council in the absence of convention mandate forthrightly opposed such legislation. In lieu thereof we advocate augmented medical and dental aid, expanded physical fitness programs, eradication of illiteracy, expansion of our public school system to include training for pre-kindergarten youth and at least two years of junior college training. We favor nursery schools and child care programs, enriching of cultural curricula, expansion of technical and scientific training, and increased adult and workers education—all designed to enrich American life in times of peace and to strengthen our national defense in times of peril.

Since 1929 we have advocated an International Office of Education in a world structure for developing international culture and co-operation. Provision in the San Francisco charter for the creation of such an office was made possible by the work of a number of nation-wide social groups of which the AFT is one.

We are seeking now to effect the proper implementation of this program for international cooperation in the following ways:

1. Immediate establishment of the intergovernmental office of education supported from public funds and rendering aid, research, and exchange in all intellectual and cultural pursuits.

2. Revitalization and expansion of a world

federation of the free teachers' associations of all countries to supplement and complement the work of the governmental organization.

3. Legislation providing for the appointment of cultural and educational attachés of equal rank with attachés in all other fields.

This peacetime program—flexible and expanding as conditions change—is geared to the demands of the present. The AFT is responsive to the needs of the hour, its program is determined by its members through convention action, and its achievements in pupil and teacher betterment bespeak a richer educational pattern for years ahead.

We apologize to no one because we are a protective group. We protect alike the welfare of our youth and of their teachers—and in that order of precedence. As a protective group we have emancipated teachers and we have developed from them and through them a socially sound and functionally effective program worldwide in its scope.

We have removed consideration of educational problems from the vacuum in which educational theorists have considered them and we have integrated them into an overall program of social reconstruction. "Where there is no vision the people perish." Because the AFT has vision, purpose, and—through its affiliation with labor—power, we contemplate our achievements of the war years with pride and we approach the problems of peace with confidence that our program will prove adequate to assure the welfare of youth.

JOSEPH F. LANDIS

Arthur Elder Assists in Formulating AFL Tax Committee's Report

Arthur Elder, AFT vice-president and chairman of the AFT taxation committee, has been serving as consultant to the AFL taxation committee. In this capacity he assisted in formulating the tax program drawn up by the committee. This program is printed on pages 6 and 7.

Report of the AFL Taxation Committee

The following statement of principles for a postwar taxation program was drawn up by the AFL taxation committee, of which Matthew Woll is chairman. These principles are in harmony with those adopted by the AFT Executive Council at its meeting last August.

VARIOUS estimates as to the size of the Federal budget for the years immediately following the war have been made. These estimates range from as low as 16 billion dollars to upper limits of 26 to 28 billion dollars as the amounts that must be spent annually by the Federal government. Obviously, the relative weight of the tax burden will be determined by our national income. It is apparent, however, that a 26 to 28 billion dollar tax load with a national expenditure of from 140 billion to 170 billion dollars for goods and services may be much less burdensome for the economy than would be a 16 billion dollar tax load out of a national expenditure of 90 to 100 billion dollars.

Regardless of the amount of the national income, however, it is essential that tax measures adopted by Congress in the postwar period should be practical and equitable. Moreover, if it is generally accepted that levels of production and employment will rise as we succeed in raising the level of consumption, it appears that we have a standard for determining desirable tax policy that should remove it from the area of controversy and group pressure. A postwar tax program that is directed at every point to raising necessary revenue without depressing the purchasing power of the mass of people should be both equitable and economically practicable. Such a program would be deserving of the endorsement of organized labor as well as the support of the American people.

The tax program outlined below is offered in terms of principles, with a view to a later presentation and fuller discussion of details.

SALES TAX:

1. Federal Wartime Excise Taxes should be removed or drastically reduced as a definite part of any postwar tax program adopted. The \$2,360,000,000 paid in excise taxes of all kinds was 52.6% of the total Federal tax collection of \$4,489,000,000 in 1940. During the war years 1942, 1943, and 1944, the excise tax collections were a decreasing percentage of total collections, standing in successive years at 32.4%, 21.9%, and 14.9% of total Federal collections. During

these years, new excise taxes were levied and old excise tax rates were increased, and it is estimated that the excise tax yield for 1945 will reach an all-time high of \$6,514,000,000. A postwar tax policy designed to maintain purchasing power would call for speedy and drastic reduction of these taxes, timed to take place with the removal of wartime controls of prices, production, and wages.

2. Continued reliance on excise taxes on liquor and tobacco in the postwar period for any considerable portion of Federal revenue should be challenged. The braking effect of such taxes on purchasing power may be judged by the fact that total collections of Federal liquor and tobacco taxes in 1940 were \$1,232,000,000, an amount \$84,000,000 greater than the income and excess profits taxes yielded in that year from the corporation income tax.

3. Not only should the Federal government itself withdraw from the field of excise taxes, but it should adopt tax policies that will encourage states to depend less on consumption taxes.

PERSONAL INCOME TAXES:

1. The 3% normal tax formerly called the Victory Tax should be eliminated.

2. Exemptions should be approximately as follows:

| | |
|-----------------------------|--------|
| Single individual..... | \$1000 |
| Married couple..... | 2000 |
| Credit for each dependent.. | 500 |

3. All existing loopholes in income tax law that permit escape of hundreds of millions in income tax revenue should be removed.

4. Progressive rates above the exemption level should yield \$12 to \$14 billion annually in the immediate postwar years. This will mean a possible reduction to \$4 to \$6 billion annually in the amount now yielded by the income tax (1944-45). The elimination of the normal tax and increase in exemptions will absorb part of this reduction, permitting only a slight decrease in personal income tax rates.

CORPORATE INCOME TAX:

1. The wartime excess profits tax should be repealed, effective two years after removal of war-

time controls.

2. The capital stock tax and the related declared value excess profits tax should be repealed.

3. A corporate income tax rate should be fixed that is in harmony with the need of government for revenue and will discourage the undue concentration of economic power and idle savings.

4. Specific provision should be made in post-war tax laws for stimulating new business and investment.

ESTATE AND GIFT TAXES:

1. Exemptions should be lowered; rates should be raised; estate and gift taxes should be more closely integrated—all with a view to raising not less than \$2 billion to \$2.5 billion annually in Federal revenue.

SOCIAL SECURITY TAXES:

Provisions for earmarking some portion of returns from the personal income tax structure as a public contribution to supplement employer-employee contributions to social insurance funds should be provided in the tax measures.

FEDERAL-STATE SHARING OF INCOME TAXES:

A program calling for a substantial annual return to states by the Federal government, in consideration of the states' withdrawing from the personal and corporation income tax field would

be feasible and practical in the immediate post-war period.

Such an amount would compensate states for any possible loss through withdrawal from the income tax field and leave a surplus that might be allocated to large cities which find it difficult to finance because of excessive dependence on real estate taxation.

TIMING OF PROGRAM:

The timing of any adjustments in the Federal tax system in the postwar period is very important. Accumulated demands for goods would appear to make business prospects for the next three or four years reasonably good. To the extent that tax incentives for business are in order, it would seem that we are justified in the adoption of measures that will encourage new and small business venture capital.

Unemployment consequent to reconversion and decreases in take-home pay, combined with a probable continuation of high prices, will probably all be factors that will limit purchasing power of millions of consumers. Elimination of income taxes at the lower income levels, together with reduction of excise and sales taxes, will provide some relief for such workers. It would seem advisable, therefore, to give priority to tax measures that will contribute to maintenance of purchasing power on a broad base.

Price Control Must Go On!

By SAMUEL JACOBS, Local 231, Detroit

For the past two years Mr. Jacobs has been working in one of the government agencies in Washington.

IT WAS not Pearl Harbor which made price control necessary, but the economic consequences of Pearl Harbor. And, let me hasten to add, that isn't quite the same thing. For the economic consequences of the war actually began before Pearl Harbor, and they continue with us now that the war itself is actually over.

That this fact is not universally understood is being shown over and over again as the government agencies abolish control after control on the assumption that they are no longer needed because the war is over. The fact that economic conditions may be such as to require that the controls be maintained receives only passing recognition, if any.

To show that this generalized and sweeping statement is nevertheless firmly grounded in fact,

let us look at the revocation by the WPB of the limitation order which controlled the building of homes and the price range in which homes might be built. The real estate and builders' lobbies argued for the revocation, on the ground that the construction industry would meet the demands for new low-priced housing, and that the existence of the control order would interfere with the building of these homes.

The consumer and labor spokesmen lost the fight; the order was revoked. Soon afterward, the War Production Board reported that in the next year materials will be available for no more than 400,000 dwelling units—enough only to replace the homes which will become unusable during that same period of time. As far as the backlog of need for home units—estimated at

over 9 million—nothing can be done. And the demand for housing will increase as veterans return to claim living space for themselves and their—often new—families. It is being estimated that the families of 700,000 returned veterans will be compelled to double up with others during the first six months of 1946.

Since the release of the figure on probable new housing construction, studies have shown that lumber will be even harder to get than originally estimated.

The situation is so bad that Chester Bowles, head of the OPA, has announced that he will go before a Congress known to be hostile, to ask for new powers so that the selling prices of new homes may be brought under price control.

In spite of these revelations about the housing situation, in spite of the fact that houses are already selling for over 50% more than their fair value, in spite of the fact that the GI loans for housing are not being made because homes cannot be found at the "reasonable normal value" required by the GI Act as a condition for the loan, in spite of all of the evidence that inflation in house prices is running wild, spokesmen for the Office of War Mobilization and Reconversion are letting it be known that they will oppose Mr. Bowles in his efforts to get the legislation he is asking for.

Housing Is Just an Example

This definitely did not start out to be an article on housing. I tell the housing story in this detail only because it so well typifies the "decontrol" hysteria which has gripped the nation, and the effect which it is having on the cost of living. Any one of a long list of other instances might be used instead: the proposal to eliminate food subsidies, the haste with which ration controls are being jettisoned, the failure to control the price ranges in which the returning durable goods are to be produced rapidly, the growing list of items being exempted from price control by the OPA.

Even controls which are being kept are characterized more by a surrender to inflationary pressures than by any propensity to "hold the line." Thus, OPA's reconversion pricing formula is adding substantially to the prices which manufacturers may charge for the goods which are now becoming available. And, in the case of the automobile industry, which alone accounts for about as much volume as all the rest of the reconverting industries put together, each manu-

facturer is being allowed to compute his own increase, subject only to a review by OPA which can be no more than perfunctory. Parts for the new cars have been exempted from price control.

OPA is relying on its ability to make distributors absorb the increases which are being granted to manufacturers to protect the consumer against a rising cost of living. Even if OPA is successful, that absorption will not protect the consumer against the economic dislocations which will result from the fact that already overprofitable industries are becoming more profitable. And many trained Washington observers are watching to see what will happen to OPA's absorption policy when Congress really "gets going."

Inflation Is Here

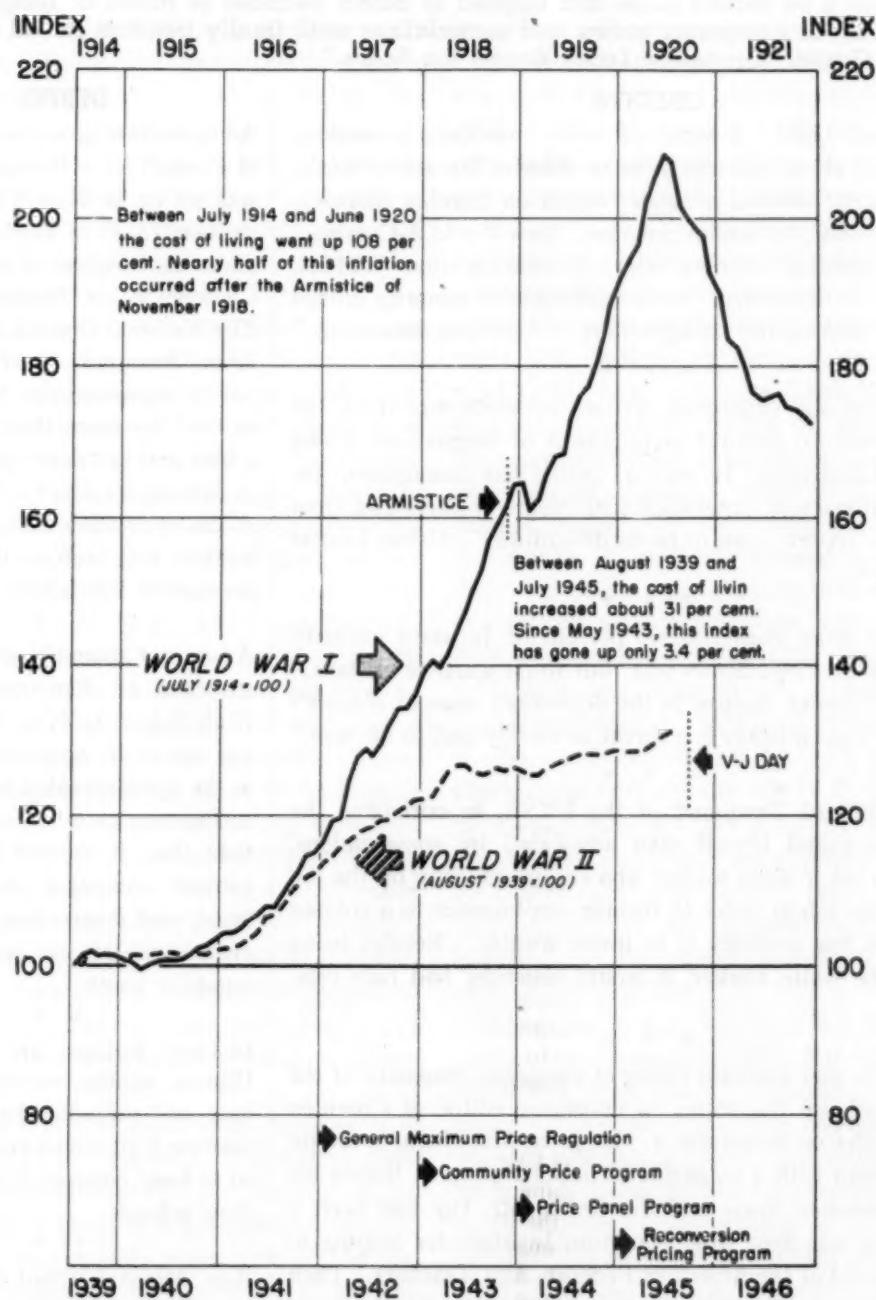
It all adds up to the fact that there is a real post-war inflation, not just in the making as many observers report, but already under way. Witness the fact that the cost of living continues to rise steadily even though employment and payrolls have been falling since November of 1943 and the bottom has dropped out of both since V-J Day. Witness the fact that foods and other essentials which have been exempted from price control have risen in price, sometimes shooting up dramatically as soon as the exemption took place. With prices moving up, and with perfect freedom on the part of producers to manipulate quality as they wish, America is being treated to the spectacle of simultaneous inflation in the cost of living and deflation in the earnings of millions of the workers of the country.

I doubt that it is necessary here to rehearse the reasons why inflation is bad. It is necessary, however, to remind the American public that much has already been lost, that a large part of our opportunity to prevent runaway inflation is gone. What we still have may be saved, however, if the public can be awakened to the dangers ahead of us.

Not only are we faced by the high cost of living which the "decontrols" and the soft pricing have already brought about, but we are faced also by an economic situation—compounded of wages that are too low and of prices which are too high—in which depression is inevitable as soon as the short postwar boom has run its course.

What teachers can do to eliminate the economic illiteracy—in high as well as low places—which is driving us toward collapse is something which every teacher and every teachers' local would do well to explore immediately.

COST OF LIVING IN TWO WARS



This chart shows clearly that price controls in World War II kept the percentage of increase in the cost of living much smaller than in World War I. A major objective of the pricing program during reconversion is to continue to hold living costs steady until price controls can be safely removed. It is significant that a large proportion of the increase in living costs came *after* the end of the war, in the case of World War I.

The Human Relations Front

By LAYLE LANE, Chairman AFT Committee on Cultural Minorities

"Freedom is essential to the preservation of democracy. If and when we begin to limit it by insisting that it be denied some and applied to others because of racial or religious differences, the list of exceptions grows and materializes until finally freedom for all is ended." —William Green, "Organized Labor Knows the Score."

CREDITS

"The Eternal Light," a series of radio broadcasts presenting radio dramas about eminent Jews in science, literature, music, education, and political struggle, began on Sunday morning, Oct. 7, over NBC. A similar program, "New World A-Coming," began on Monday evening, Oct. 8, over Station WMCA, New York. It dramatizes "the contribution of minority groups toward the building and strengthening of American democracy."

* * *

"From among 300 employers, written commitments from 253 indicate continued postwar employment of Negroes at skilled and semi-skilled jobs. In only 11 plants has management reported unsatisfactory experience with Negro workers and from only 21 have reports come of racial difficulties." —Urban League Report, 1944.

* * *

The exile of more than 100,000 persons of Japanese ancestry from their West coast homes was "our worst wartime mistake," states Prof. Eugene Rostow in the September issue of *Harper's* magazine. "That mistake is a threat to society and to all men."

* * *

President Willard Townsend of the UTSE, in criticizing the racial proportional lay-off plan advocated by some unions, stated: "To ask a white worker who enjoys seniority on the job to give up his job in order to furnish employment to a colored worker with less seniority is to invite trouble. Besides being unfair to the white worker, it would engender bad race relations."

* * *

James Ivy, former assistant editor of the *Crisis*, magazine of the NAACP, took up his duties as managing editor of *Common Sense* magazine on September 4. He is the first Negro to secure such a position with a magazine of national scope. Before his job with *Common Sense* and the *Crisis*, Mr. Ivy had been a teacher. He was fired from Hampton Institute for helping to organize a local of the American Federation of Teachers. Then he held a place at the Newport News High School. However, this job was lost too when Mr. Ivy became active in the fight for equalization of salaries of Negro and white teachers.

* * *

Negro school teachers of Newport News, Va., who won their fight for salary equalization in 1943, received \$21,000 in back pay recently. Two years ago the school board refused to carry out the court order to equalize salaries; so the local Teachers' Association, with the aid of the NAACP, went to court and secured a favorable decision.

DEBITS

An opposition group to the National Council for a Permanent FEPC was set up in New York on September 23 at a conference held under the auspices of the Southern Conference on Human Welfare. The National Council, made up of labor, fraternal, church, and minority organizations, has been organized for more than a year and a half and has done splendid work in fighting for FEPC. The creation of an opposition group can only weaken and prolong the fight for permanent legislation.

* *

A race riot among Negro and white students at Benjamin Franklin High School in New York, growing out of an insignificant quarrel in the gym, revealed how near the surface are race hates. But more than that, it showed that the organized campaign of hate, violence, and destruction of the war years has left its scars on the minds of youth.

* *

In Gary, Indiana, and in Chicago, Illinois, similar examples of race hate and prejudice have occurred because high school students wanted to keep Negroes from attending their schools.

* *

Rep. Alfred J. Elliot of California is seeking to have a vote taken in the state to determine the state's wishes in regard to the postwar status of persons of Japanese ancestry. Rep. Elliot urged such a vote in a meeting held by a group which aims to secure legislation permitting the exclusion of Japanese from any community which desires to exclude them.

Workers' Education in Britain

By HAROLD SHEARMAN

National Education Officer, Workers' Educational Association

ADULT EDUCATION in Great Britain has a long history. It has had its false starts and its promising movements which ran into the sand; but in the present century it has culminated in the work of certain voluntary organizations, independent and democratic, but co-operating with and receiving valuable help from the Universities on the one hand and the public education authorities on the other.

Foremost among these organizations is the Workers' Educational Association. Founded forty years ago by a small group of trade unionists, co-operators, and university teachers, its roots go back into the efforts made by the workers' organizations in the nineteenth century. The early trade union and political leaders realized the importance of education for the raising of the masses. So with the other democratic movements of the nineteenth century. The Consumers Co-operative Movement which, springing from the pioneer effort in Rochdale in 1844, has now no less than nine million members, included education in its program from the beginning. These movements represented the effort of workers to gain education for themselves. They were met, in the seventies, by a complementary movement coming from above, in the form of the University Extension movement. The pioneers of University Extension were men with strong social interests. They made contact with working class organizations in the big industrial cities, and a program of public lecture courses was begun which continues to this day.

In 1903 the two streams came together with the founding of the Workers' Educational Association. Albert Mansbridge, the founder of the W.E.A., then a clerk in a Co-operative organization, was passionately convinced of the importance of education for the workers. But the men from the workers' movements whom he got together felt dissatisfied with what was then available. To them the University Extension lecture was too aloof and formal. They had a clear idea of what they felt to be the real needs of the workers in the educational sphere. Foremost in their requirements was the small group, limited in numbers, which would be able to discuss and get to grips with the subjects of study and not merely to sit as passive audiences at

a lecture. The second requirement was that they should themselves have a say in the shaping of the educational program. In other words, workers' education could never be a mere extension of school and university provision. It must be fundamentally democratic.

In the Workers' Educational Association they created the machinery through which the workers' interests could find expression. The W.E.A. is based on the affiliation of trade unions and other organizations on the one hand, but also on the other hand, on its own locals, or Branches, as they are called. Today it has some 800 Branches, each with a membership of local people keen on education, most of them past or present students in the movement. It also has affiliated to it some 80 national organizations, including trade unions, co-operatives, teachers' associations and other bodies, and over 2,000 local organizations of the same type, affiliated to its Branches. There is thus a national educational organization, thoroughly representative, on the one hand, of the big working class organizations, and, on the other, of the students themselves through their local Branches. Such a body is able to organize and provide the tutors for classes on its own account, but it is also able to co-operate as the representative of student interests with the public educational authorities and the Universities.

When the W.E.A. was founded, it is to the credit of the Universities that, following the lead of Oxford, they readily recognized the significance of this new initiative coming from the workers themselves. Joint Committees were set up in each of the British Universities, generally on the Oxford pattern, that is to say with their members drawn in equal numbers from the University and the W.E.A., and with joint secretaries, one of whom is the W.E.A. District Secretary. The role of the W.E.A. is to organize and pioneer, to build up the movement, and to ensure the relevance of the education to the workers' needs and interests. The University guarantees the competence of the teaching.

The "tutor" of a three-year University Tutorial Class meets weekly with a group of not more than twenty-four students, for twenty-four weeks during each of three successive winter

sessions. Half the time in each two-hour meeting must be spent in discussion. Thus problems are thoroughly examined by the members of the class. There is complete freedom of expression, and as much is learned from the different views of the students as from the tutor's exposition. What are the results? The gradual growth of understanding; the development of a critical judgment and of the spirit of enquiry; the growth of a capacity to seek out facts and think through the issues, each student for himself and the group as a whole. There is no imposed syllabus: each tutor and class work out their own. Nor is there any set text book; all the relevant books are provided for the use of the class.

In 1939 there were 779 of these three-year classes, with 12,739 students, and a further 234 sessional, or preparatory, classes of the same type. The extension of the movement produced a demand for a somewhat less exacting type of class, and there are now organized by the W.E.A. a great many courses, run on the same general lines, but for shorter periods.

In the last pre-war year there were 61,719 students in regular classes of the various types described above and 4,851 attending more informal courses—either in groups too small to qualify or for shorter sessions, etc. By 1943-4, the total numbers had risen to 80,730 in 4,418 classes, and 4,942 in 292 study circles and short courses. This does not complete the full tale of the work of the W.E.A. It organizes numerous week-end schools, where trade unions and others come together in some convenient hostel for Saturday and Sunday, and where three or four lectures, followed by discussion, serve for many as an introduction to new fields of knowledge. Last year 1,504 students attended 43 of these schools—less than half the pre-war numbers, due to the difficulty in finding accommodation and in getting away from war work at the week-end. To some extent this difficulty was got round by an expansion in the number of "Saturday Schools"—a more localized effort, not requiring hostel accommodation — attended by nearly 11,000 people. Then there are hundreds of lectures, exhibitions, film shows, and other educational and social activities by which the W.E.A. Branches keep alive their members' interest and attract new members.

Finally, there are the Summer Schools. War time conditions reduced these to half the sixteen held in normal times. These schools were run in

some cases by the W.E.A. itself, but in the majority of cases by the University Joint Committees. Of the former the most interesting were the overseas schools held jointly with the Workers' Educational Associations of Scandinavia and Czechoslovakia on the one hand and with the I.L.O. at Geneva on the other.

The classes and other activities described above are arranged in response to specific demands. The District organizers and branch members go out to persuade people of the importance and value of knowledge and understanding for themselves and their movements; and having done so, to arrange such courses as they feel they would like to join. The emphasis in the Association's propaganda, of course, is primarily on "education for the exercise of social rights and responsibilities"; on making democracy more real and effective; on broadening the cultural and intellectual horizon of the worker so that he can both participate fully in and contribute to the common social and political life. The concern of the Association is not so much to help people to "get on" as to help them to be themselves and to help their fellows.

The field in which the W.E.A. works is one in which the public authorities cannot perform so well, because it depends on a very intimate contact with and knowledge of the mind and outlook of the worker and the ordinary, not particularly studious, man and woman—especially those with a strong interest in better social conditions.

It follows from this that the classes tend to concentrate on social, economic and political studies in the first instance. In 1944, out of over 4,400 classes, International Relations was studied by 17 per cent; Problems of Reconstruction by 11.7 per cent; Political and Social Problems, including current affairs, by 6.7 per cent; and other Social Sciences (general, economic, and industrial history, economics, local and central government, etc.), by 18.7 per cent. Other popular groups were Literature and Drama (12.9 per cent); Psychology (7.8 per cent); and Musical Appreciation (8.7 per cent). Science—chiefly biology with a strong social reference—accounted for just under 4 per cent.

The method of study in all classes is tutorial; that is to say, there is discussion and constant give and take between the tutor and the class, and in the more serious courses the students do written work. There is, however, no system of credits, and no diplomas are awarded: the stu-

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dents and the membership have always set their face against turning the movement into a means of gratifying private ambitions or merely another degree-giving institution.

The educational principle of the W.E.A. has sometimes been stated as "teaching how to think—not what to think." Certainly the Association sets its face against propaganda, in the sense of a consciously biased and selective interpretation of the subject, as completely as it does against any kind of censorship or restriction of the group's freedom of enquiry and discussion. Its aim is to enable the worker to do his own thinking, and to form his own judgment, and to express his own opinions. Though the great majority of its members are associated with the labor movement, either politically or industrially (though there is no requirement that they shall be) the Association has no party affiliation. All that it asks of its tutors is an honest and complete presentation of the facts, the issues and the theories in question.

The W.E.A. finances itself, as an organization: that is to say, it raises the funds necessary to pay its administrative staffs and maintain its central office and eighteen district offices, by the subscriptions of its 36,000 members, and the affiliation fees of over 1,300 trade unions, national and local, including 318 teachers' organizations, over 400 Co-operative Societies, and so on. Even so, the work could not be sustained but for the devotion of thousands of voluntary branch and class secretaries and other workers. The actual teaching cost of the classes, however, is met from other sources. Under its Adult Education Regulations the Ministry of Education recognizes the W.E.A. and the University Joint Committee as "responsible bodies" for Adult Education. It pays a grant of three-quarters of the amount paid to the tutor of each completed class, on the condition that two-thirds of the possible attendances are made by a sufficient proportion of the registered students: the balance is generally met by grants from the local (i.e. city or county) education authority, this sharing of the burden of educational expenditure between the central and local authorities being the normal pattern in English educational finance.

The tutors are drawn from a wide range of occupations. An important proportion of the work is now done by Staff Tutors, some of whom are appointed and paid by the University Joint Committees and others by the W.E.A.; in both

cases the Ministry of Education pays a block grant on their salary. The majority of classes, however, are taken by part-time tutors paid by the class, and these include not only University, College and School Teachers, but educated people following such diverse occupations as doctors, journalists, librarians, and factory workers.

In conclusion the question may well be asked, What is the real significance of all this work? The numbers reached, even if the most informal activities such as week-end schools are included, while they are impressive, do not, of course, amount to mass education. There are many agencies contributing to this larger end. The role of the W.E.A. is somewhat different. Its members form a leaven of thoughtful and serious-minded people playing their part in all the social, economic and political movements of their time. From the student ranks of the W.E.A. come a high proportion of those who fill the unpaid offices of trade union branches, the labor party, and the co-operative movement, and of those who are chosen by their fellows as candidates for local government bodies and other forms of public service. Democracy in Britain depends to a very great extent on the unpaid work of many thousands of ordinary citizens elected to represent the experience of their fellows. A large number of these are enabled to play their part more effectively because of the time they have given to mixing their experience of life with knowledge and theory in classes organized by the W.E.A.

Such a movement, rooted in the democratic organizations such as the trade unions, and with its own democratic branch life and national organization, has, over the last forty years, made a unique contribution to the political, social and cultural education of democracy. It looks forward to a period of even greater usefulness, and just as the problems of the war created an unprecedented interest in the studies it provides, so the problems of postwar reconstruction are already creating a similar interest. The new Education Act of 1944 is now in the process of being put into operation and imposes on education authorities the duty of planning for an extension of adult education, and in so doing to take counsel with the "educational associations" concerned in this field. In this the W.E.A., by the length of its experience and the thoroughly democratic and widely representative character of its organization, is accorded first place.



AFT Leader Heads Red Cross Unit At Okinawa Seabee Camp

Office of Public Relations, Labor Section, American Red Cross

CLARENCE E. Oliver, president of the AFT local in Portland, Oregon, between 1941 and 1943, has

added another job to a career that always has been closely connected with American labor. He was a boilermaker, a machinist and a high school teacher. Now he is supervisor of American Red Cross installations at 14 Seabee camps on Okinawa.

"Men of the Naval Construction Battalions," said Oliver at his headquarters in Okinawa, "have the greatest labor background of any branch of the armed forces. From commanding officers down, they are most frequently union men, sympathetic to the cause of labor even under wartime stresses."

Oliver, who had been a member of machinist and boilermaker unions before becoming an AFT member, said that his labor background helped immeasurably in dealing with Seabees and their problems.

Oliver came into the Red Cross in June of 1943 as a field director, served for eight months at Fort Lawton in the state of Washington and then went overseas to spend ten months on tiny Kwajalein in the Marshall Islands before going back to Hawaii. There he helped prepare for the Red Cross part in the invasion of Okinawa.

On his arrival at Okinawa on April 12—L plus 11—his first assignment was at the Red Cross field office of the 24th Army Corps. Later he worked in the 82nd Field Hospital and opened a Red Cross office on Okinawa's small satellite island, Ie Shima. A month or so ago he was promoted to his present job of supervising Red Cross activities on Seabee installations.

On the basis of more than two years' experience with G.I.s at home and overseas, Oliver expressed the belief that returning servicemen as a whole will not be antilabor.

"In their own defense as job-seekers," he said, "they will join and support unions. What anti-labor activity there will be depends on postwar employment. If there are plenty of jobs, there will be fewer occasions for trouble."

The Portland teacher has had a number of close calls, but they don't faze him. As recently as August 3, during a Japanese air raid, a piece of shrapnel landed three feet from him at a spot he had just rapidly vacated.

He recalled another incident when the fighting was most intense. He had been working at a Red Cross warehouse, which had been set up near an airfield, despite Japanese artillery and bombs. Behind the warehouse was a cave in a hill. Oliver investigated the cave during daylight with the view of perhaps using it during the night's inevitable air attacks.

"It was too filthy, though—full of fleas and bats," he said. Oliver vowed he wouldn't use it. But when night came and Japanese bombers added to the furor created by artillery and anti-aircraft, Oliver changed his mind abruptly. "I moved in, fleas and all," he said, "and was glad to be there."

After many months overseas, Oliver is interested now in getting home to see his wife and 16-year-old son in Portland. But he plans at present to stick out his two-year tour of duty overseas with the Red Cross.

Oliver expects to go back to the Portland school system, from which he is on leave of absence. He expects also that there will be great changes in the United States system of education as a result of the war.

"Army and Navy experiments and advanced methods have demonstrated," he said, "that our old school methods are out of date. The methods and procedures developed under stress of war will affect the whole educational system.

"Technically this means, for instance, that the unit or term system must go. The armed forces have demonstrated that it's not necessary to teach something for five months that may be learned in half that time.

"More important, however, we must learn better ways to teach such things as international cooperation and racial tolerance. They are the job of educators, since the future peace of the world depends on the attitudes of young people growing up today."

[After this article was written Mr. Oliver was sent with the 10th Army of Occupation to Korea, where he is supervisor of camp activities.]

GIs Go to School

WHILE American soldiers in foreign lands await transportation home, many of them are taking advantage of the unusual educational opportunities offered to them.

Some have been given the chance to study at famous European universities such as Oxford, Cambridge, Birmingham, and Durham in England, the Sorbonne and the universities of Besancon, Dijon, Grenoble, and Nancy in France, and the universities of Rome, Milan, and Padua in Italy. The photographs on pages 16 and 17 show some of the American military personnel taking courses at the Sorbonne and at Oxford. It is probable that the number of American students who will study at foreign universities under this arrangement will be far greater than the total number who had similar opportunities during a decade in peacetime, says Lt. Col. Frederick W. Crumb, AUS, in an article appearing in the September 15 issue of *Higher Education*, published by the U. S. Office of Education.

In addition to these opportunities for study in foreign universities an extensive educational program has been instituted in various Army university study centers in the European Theater, and soon a similar program is to be started in the Pacific Theater.

The first such university study center opened its doors on July 9, 1945 in Florence, Italy, where 1,320 students registered the first day. Enlisted men, officers, WACs, and Army nurses were among the registrants. It is at this center that Dr. Floyd Reeves, chairman of the AFT Commission on Educational Reconstruction, has been working during the last few months. From this center also comes the encouraging news that American soldiers elected Pfc. Isamu Ooki, a Nisei GI, president of the student council of the center. "This honor, a spontaneous tribute to Japanese-American troops generally, is more or less the soldier's answer to the hecklers of Nisei on the home front," comments the *New York Times*.

Besides the university study center in Florence, another center has been established in Shrivenham, England and a third in Biarritz, France.

Lt. Col. Frederick W. Crumb reports that "initial enrollment in the Florence university study center indicated that business administration, social science, languages, English, journalism, and mathematics would be the most popular courses,

in that order. Agriculture, physical sciences, fine arts, biological studies, education, and research courses followed closely.

"The university study centers operate on an 8-week period basis. Hence the courses offered are rather similar to those of the traditional American summer session. Students enroll for three courses, each of which meets five times a week. Each student also takes one hour of physical education daily to keep in condition for future military assignments.

"For those who are unable, because of limited quotas, to secure admission to a university center, there are other opportunities for study at the college level in the unit schools. . . .

"These unit schools operate within the men's own military unit. . . . The courses of study . . . are designed to meet the interests and needs of the men in the particular group. They may include any of over 200 courses ranging all the way from literacy training through the courses normally offered in the high schools, vocational schools, and junior colleges.

"In addition to regular class instruction, many unit schools offer special on-the-job training where equipment and facilities are available. This type of training is given in a wide variety of subjects, including such fields as food preparation in the unit mess, operation of retail stores with the post exchanges serving at the laboratory, and perhaps radio repair.

"Besides the university study center and the unit school, the Army is operating a number of specialized technical schools in connection with the facilities of the technical services. Thus a Signal Corps repair depot may receive from various units in its area men on detached service who come for a stated period of time to do intensive study and practice in such fields as repair and installation of telephone equipment and maintenance of radio equipment. Similarly, a Quartermaster depot may receive men who want to learn how to repair shoes or automotive equipment, and a medical unit may train a group of men who wish to become X-ray technicians.

Not only does the Army program offer an education in academic, vocational, and professional training, but also it will enable the student to request credits at schools and universities throughout the United States when he resumes his studies as a civilian.



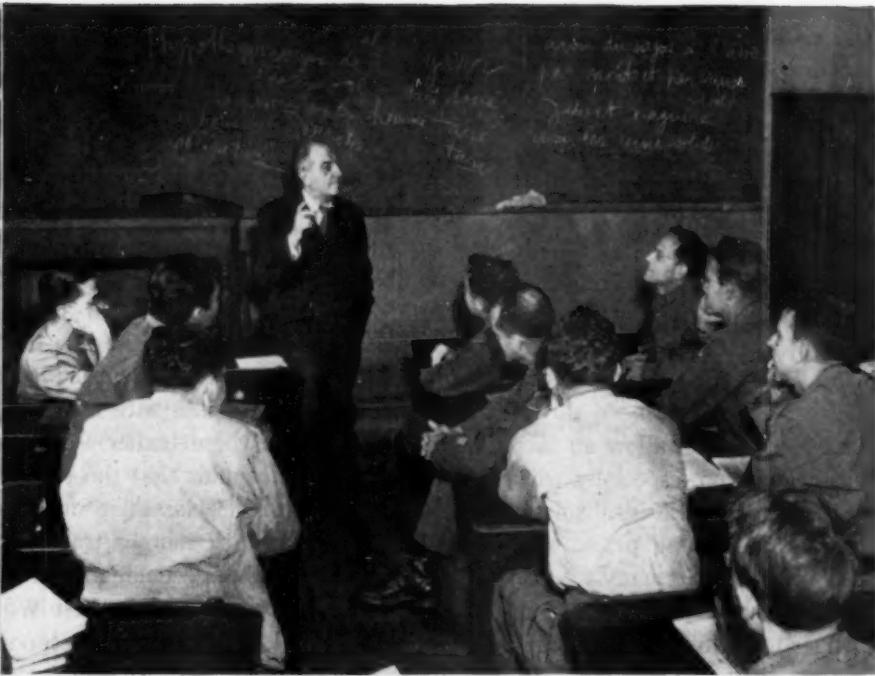
The three upper photographs show students shown admiring the Venus de Milo at the Louvre, where many of them are studying French in the evenings.



Oxford is the scene of the three lower photographs. In the classroom scene an Oxford professor holds Civics WREN, a GI, and two Oxford undergraduates.



GIs Study in Famous University



These three photographs show approximately 800 GIs who are taking advantage of the once-in-a-lifetime opportunity to study in Paris. One group is shown in the first photograph, another in the second, and a third in the third. The first two photographs were taken at the Sorbonne. The third photograph was taken at the famous Lycee Louis Le Grand. All three groups are learning French.

The three lower photographs show a naval officer, an Oxford student, and a GI in the library at Balliol College, Oxford. In the first photograph, the naval officer is a Canadian; in the second, the Oxford student is a Canadian; and in the third, the GI is a Canadian. The professor in the third photograph is a Canadian.



European Universities

A Study of Some Nazi Textbooks

By JOHN F. EBELKE, Wayne University

WHEN the Nazis seized power in Germany, it was immediately apparent that they would not overlook any field of activity in their attempt to infiltrate their ideology into all German life. They were quick to recognize that the logical point of attack was the youth of the nation, for it was peculiarly open to suggestion after the period of stress and disorder which Germany had just been through. It was therefore willing to swallow an incredible amount of misinformation, especially when it was doctored prettily with false idealism and pseudo-patriotism. The shooting phase of World War II is now over, but Germany's Nazified education will present many a difficulty and many a direct danger to us for years to come.

Before me are three copies of "Volksaufklärung und Schule,"¹ published with official state sanction and support by the National Socialist Teachers' "Union" for the information of all German teachers. The purpose of this group was to supply a uniform organization and philosophy so that the teachers might be in a position to "fulfil the basic ideas of the National Socialist state in the total folk community within their own special field of work, the school." The propaganda which this organization distributed under the thin guise of information ranges all the way from a subtle attack on liberal education through the demand for a "practical education and positive achievement" to an unqualified glorification of the Nazi state and its accomplishments.

The earlier issues turn to Germany's past and seek to arouse pride and interest in it. The Hansa is praised as a typical example of a German home-grown product², the Nibelungen saga is used to illustrate the glory that was—and is—Worms', and the old pagan customs such as the spring festival are described with a certain nostalgia and a regret that Christianity was hostile toward them.

Another group of articles calls upon the teacher to demonstrate to the peasant and the

¹Volksaufklärung und Schule., Herausgeber: NS.—Lehrerbund. Informationsdienst für die gesamte deutsche Lehrerschaft. Nr. 32, 34, 97.

²"Bodenbunden" is the word used. Like other terms which the Nazis made a part of the every-day vocabulary ("Blut und Ehre," "Volksgemeinschaft," "Rasse und Volkstum," etc.), it is a semi-philosophical concept with an almost purely emotional content. One article in Volksaufklärung und Schule reviews the success party members have had in planting such loaded words in the German press.

industrial worker, especially the former, that they are the real backbone of their nation, both by virtue of their indispensable labor and the comparative "purity" of their blood. Other semi-scientific articles purport to treat such matters as the theory of heredity and the decline of ancient civilizations; it is not difficult to imagine where the accent is placed.

Articles with a military tendency also appear in these earlier issues, such as the one which demands that the teacher "Praise the Infantry" to his classes in order to make this unpopular branch more attractive. And there is also the standard enumeration of Germany's territorial losses after the first World War with a careful tabulation of their economic significance in terms of population, coal, iron ore, etc.

With the second World War a new policy comes into effect, for total mobilization meant exactly that in Germany. The teacher's periodical diet now consists of such items as "Physics in the Navigation of Warships," "The ABC of Artillery," "Bunker X Is Captured," "Sand-Box Work," and "Food Is a Weapon." The peasant is told how to make the most efficient use of his time, right down to planning his steps; he is also warned that "The Plow Follows the Sword," and that he must permanently secure the land which is to be given to him in Poland and elsewhere for coming generations.

The most startling fact about these wartime articles is that all educational subjects and methods are so exclusively directed toward a single end with the calm assumption that the indoctrination of the German people was complete enough to accept this direction. Such an assumption was justified, for even a casual examination of German textbooks of the Hitler era will reveal how thoroughly the ground had been prepared.

"Good Comrades"³ looks like an outstanding first reader when it is picked up; it is beautifully and entertainingly designed. It contains a number of delightful little stories about childhood activities; its illustrations are largely based on the old and familiar fairy tales. But not exclusively; here and there a swastika, a Hitler Youth uniform or a goose-step parade has been

³Gute Kameraden von denen leicht und lustig zu lesen ist. Ausgabe S. Genehmigt durch Erlass des Reichserziehungsministers vom 14. Februar 1940. Dortmund.

slipped in. The text itself remains perfectly harmless until the child is almost done with the book. Then it comes. "Hail to the Führer," a poem which transforms Hitler's birthday into a children's festival. "The Stout Recruit," "The Lads in Blue," and "Hitler Youth." The two Nazi celebrations which are described at the end, "Day of Labor" and "Festival of Youth," are rather anti-climactic.

The "German Reader for Public Schools"⁴ is similar in its composition. It contains a large amount of familiar material on Till Eulenspiegel, Hans Sachs, the Citizens of Schilda and so on; except for the inevitable swastika which appears on Siegfried's shield there is no sign of propaganda until we are almost at the end. Then there are a couple of short stories which describe heroic death on the battlefield and exploit the virtue of true comradeship, a short sketch "Out of Hitler's Youth" and several wood-cuts which illustrate sayings of Hitler.

It is apparent from what has been said that the German school readers were not crudely revised to fit the Nazi ideology. On the contrary, a limited amount of material with which the child was already familiar was carefully planted in them without any effort to propagandize and preach. Thus the child was merely conditioned to accept his textbooks without too critical an attitude. Thus he was all the more vulnerable to the vicious lies and distortions which were nurtured in a more suitable medium, the history text.

The orientation of the German history under the Nazis is concisely stated in the introduction to the "History of the German People and Their Ancestors,"⁵ a text for upper schools: "The theme of our book is the growth of the Germans into a people, or more exactly, German folk and nationality in its fateful struggle for a homogeneous development, in its fight for its Lebensraum, for its unity and for the Reich." Although the authors hasten to lay claim to scientific accuracy for their book, despite such a teleological approach, their own preface gives the lie to this claim when it lists their three goals as follows: "(1) The development of a historical sense of time (in the student); (2) The creation of the base for race consciousness, for an understanding for the Nordic origin of our people and their

culture, for national pride and Nordic-German principles and behaviour; (3) The provocation of a completely primitive joy in heroism and heroic deeds."

The colored version of history which we are thus led to expect materializes. Pre-historical times are treated as though the authors had an infallible source of information about a Nordic civilization which originated with a race of remarkable warrior-peasants with blond hair, blue eyes, and a fair skin. The Indo-Germanic migrations are discussed as though this "race" through its various tribes was thereby occupied in contributing its culture to the European world; by hazy implication these tribes are given credit for somehow forming the backbone of Greek and Roman civilization until intermarriage wiped out their Nordic characteristics. The folk migrations are described in glowing colors as a heroic attempt of a heroic people to expand; their aftermath is lauded or decried in terms of racial purity and German national unity.

The Christianization of the German tribes is sharply criticized in various ways, but the major attack is levelled at "Roman" Christianity. The missionary Boniface is described as a servant of Rome; therefore all his works and ways are, by inference, evil. Moreover, the text mourns, Christianity brought with it the destruction or violent transformation of the "pious old customs" of pagan Germany. "When the Roman Church vanquished the faith of our fathers in the Germany-to-be and failed to permit the development of Rome-free Christianity, it made the Germans dependent on a Mediterranean culture which was, in addition, strongly under the influence of the Jewish-Asiatic character."

The basic formula in the textbook is simple, and it is clearly revealed in the description of Charlemagne's great (German) empire and its disintegration under his (Christian) successor, Louis the Pious, who also relaxed a few of the regulations restricting the Jews. This formula, which glorifies all success, all heroism as Germanic and all failure, all treachery, all evil as foreign, is so elastic that we find this German text claiming German credit for the discovery of America by Eric the Red, and for exciting the Slavic peoples into political activity and unity! As we lay the book down we are convinced—almost—that Nazi Germany is not only the direct and sole heir of all the greatness of Europe, but also in some mystic way the nation that pro-

⁴Deutsches Lesebuch für Volksschulen. Zweiter Band, 6. Auflage. Berlin 1937.

⁵Führer und Völker. Geschichtsbuch für höhere Schulen. Geschichte des deutschen Volkes und seiner Vorfahren von den Anfängen bis Kaiser Karl. 2. Auflage. Bielefeld, Leipzig 1939.

duced all these heroic and noble events and peoples in the first place, both begetter and begotten!

The history of the Middle Ages and the rise of the Prussian state are treated in much the same way with similar criteria. With the final volume of this series of history textbooks, "German History from 1871 to the Present,"⁶ Nazi propaganda achieves a crescendo of hate, prejudice and distortion. We can readily anticipate just what this history will be: German character as represented by Bismarck, Moltke and others in its struggle to free itself from foreign influences in order to form an independent and homogeneous German state. These men and every German who lent uncritical support to such leaders are termed loyal, patriotic, soldierly, Nordic and heroic; their opponents are consistently alien, stupid, traitorous and under Jewish influence.

The Jews were, according to the Nazi authors, the source of all internal dissension, weakness and evil in Germany. They are supposed to have obtained an extraordinary control of parliament, high finance, business, the press and the professions. At the same time, paradoxically, they are supposed to have gained control of the working classes and left-wing politics through the two "power-mad founders" of Social Democracy, Marx and Lassalle, their goal being the dictatorship of the proletariat, "i. e., in reality the absolute rule of Judaism."

With respect to the colonial question, Rhodes and England are damned for their immoral imperialism; Germany's own colonial expansion is however considered a necessary strategy, brilliantly and humanely executed!

The "inner enemies" of a Germany which is desperately trying to expand are discussed at great length with frequent quotations from Rosenberg, Hitler and others. They are: Judaism, Free Masonry, Pacifism, International Marxism and political Catholicism; behind them all stands the arch-enemy, the Jew, for he is even able to utilize the Catholic Church in his scheme to run the world! In italics the authors complain that the spirit of world brotherhood (!) and humanitarian ideals (!) have forced their way into the well-to-do middle classes and the upper bureaucracy with the aid of these enemies. And they take special pains to record the names and deeds of their favorite defenders of German character, the Jew-baiters and reactionaries Treitschke,

Stoecker, Stewart Chamberlain etc., with righteous approval.

The stage for the treatment of World War I is set by high praise for the German army, its organization, discipline, courage and morale, with a bland disregard for the facts. The war itself is discussed at great length as a heroic crusade against an imperialistic world which refused to cut Germany in on the spoils. The final defeat of Germany preserves the myth of the invincible German army defeated by the default and the treachery of the home front under the leadership of the internal enemies mentioned before.

The treaties of Versailles and St. Germain are, of course, roundly denounced as the unjust, brutal and malicious mistreatment of a vanquished but valiant foe. The loss of territory, population and raw materials is played up for all it is worth.

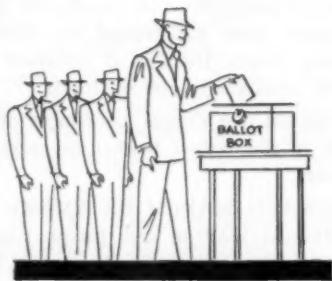
The Weimar Republic is regarded with contempt and given no credit for anything it accomplished. On the contrary, it is blamed for producing a national situation in which chaos, anarchy and all the vague horrors of Communism and International Judaism threatened until its last-minute rescue by the greatest German of all times, Adolf Hitler.

There is no need to expand on the textbook's glorification of the Nazi regime,⁷ its delight in the problems confronting the "victor nations" of World War I, its satisfaction with the Fascist states of Italy, Hungary, Bulgaria and Spain. But a few words about World War II may be of interest. Chamberlain's Munich pact, the text claims, was a transparent play for time on war-mongering England's part; England was merely stalling until it could get ready to attack Germany. Germany countered with a pact with Russia which destroyed England's plan for the encirclement of Germany. Poland, however, felt so secure behind England's guarantee that it attacked its German population everywhere and sent out numerous raiding parties across the German border. Their purpose: to force a war so that they might incorporate East Prussia and other large tracts of Eastern Germany into Poland. Then an angry and aroused Germany united to defeat Poland in eighteen days. England, however, the text proceeds, now had the pretext for war which it had been waiting for, and so the second World War was on, Germany's "War of Liberation."

⁶Führer und Völker. Geschichtsbuch für höhere Schulen. Deutsche Geschichte von 1871 bis zur Gegenwart. 2. Auflage. Bielefeld und Leipzig 1941.

⁷Noteworthy is the omission of any mention of the Roehm blood purge and similar phenomena of Hitler's peaceful rule.

Can you explain



DEMOCRACY



DESPOUTISM

Two New Encyclopaedia Britannica Classroom Films Vividly Present These Conflicting Ways of Life

Now—more than ever before—it's vital for young people to know and understand the basic philosophies upon which systems of governments are built. The course of world events may well depend on how thoroughly the coming generations understand their own nation's government—and that of other nations.

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Produced in collaboration with Dr. Harold D. Lasswell of Yale University, and others, "Democracy" and "Despotism" will be notable additions to the social studies section of your school's film library. For additional new film releases see list at right.

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| | |
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| Distribution of Foods | O. E. Baker, Ph.D., Univ. of Md. |
| Bread | B. E. Proctor, Ph.D., Mass. Inst. of Technology |
| Milk | K. G. Wckel, Ph.D., Univ. of Wis. |
| The Food Store | Marjorie D. Sharpe, Principal, Tenacre School, Wellesley, Mass. |
| Distributing America's Goods | J. Frederic Dewhurst, Ph.D., The 20th Century Fund |
| Property Taxation | H. F. Alderfer, Ph.D., Penna. State College |
| The Bus Driver | Paul R. Hanna, Ph.D., Stanford U. |
| Play in the Snow | Lawrence E. Briggs, M.S., Massachusetts State College |



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- Catalog of Silent Teaching Films
- Catalog of Encyclopaedia Britannica Sound Films
- Information on your "Lease-to-Own" plan

Name..... Date.....

Your Position.....

Name of School.....

Address of School.....

NEW BOOKS AND FILMS

The Science of Government

SYSTEMATIC POLITICS, by Charles E. Merriam. *The University of Chicago Press.* 345 pp. \$3.75.

For the last four decades, Charles E. Merriam has made the University of Chicago a leading center of research, teaching, and writing in the field of political science. Author of many books himself, he has also stimulated his many students to produce an impressive number of volumes on the problems of government. In addition to his theoretical contribution to the study of political science, Merriam has made many practical contributions. He served in Chicago's City Council in the days of Bathhouse John and Hinky Dink; he was a leading figure in the Bull Moose party; he was in charge of American propaganda in Italy during World War I; from 1929 to 1932 he was a member of President Hoover's Committee on Recent Social Trends; and, under the New Deal, he was vice-chairman of the National Resources Planning Board.

Systematic Politics, his most recent book, is an overall discussion of the ends and purposes of government; of the tools and skills of politics; of the organs of government; and of the interrelationship between political societies that are leading to an emerging jural order of the world. Merriam produces a vigorous defense for the science of government and for an expansion of governmental services and agencies. "The government," he declares, "has no monopoly upon sluggish, incompetent, or unethical behavior. . . . Force, fraud, spoils, and corruption are passing phases of the growth of social and political organization and cannot live in the new day."

Merriam intelligently attacks writers like F. A. Hayek (*The Road to Serfdom*), who contend that the extension of governmental controls leads to tyranny. Merriam explains that the ends of government are to secure external security, domestic order, justice, welfare and freedom. He realizes that in an industrialized world of monopolies and cartels freedom and security for the average citizen can be secured only with governmental regulation of the predatory instincts of man.

"Government is not the master of men, but men cannot master their problems without it," Merriam declares. As part of the positive program of future government, Merriam sees the government either cooperating with other groups or taking full responsibility, if it is necessary, to secure the following steps:

The fullest possible development of the productive potential of all our resources, material and human, with assurance of full employment, continuity of income, minimum standards of living, including education, health, housing, the cultural amenities of life, a balance between stability and adventure, and a fair share in the growing gains of civilization.

The fullest possible development of the human personality, in relation to the common good, in a

framework of freedoms and rights, of justice, liberty, equality, and the consent of the governed.

The end of world anarchy and the organization of an effective jural order of the world, outlawing aggression and imperialism—old or new fashioned—in world relations, encouraging and energizing the fullest development of resources and rights everywhere.

WALTER JOHNSON, *Department of History,
The University of Chicago*

Contemporary History in Brief

It is fortunate that this period of sweeping social, political, and scientific change should be paralleled by an outpouring of pamphlets that summarize significant studies and supply basic background for understanding and interpreting events. He who is informed can face the New World intelligently and unafraid.

The following list is a sample assortment of publications available to the earnest teacher or eager pupil at little or no cost:

1. THE FORWARD MARCH OF AMERICAN LABOR, by Theresa Wolfson and Joseph Glazer, with illustrations by Bernard Seaman. *League for Industrial Democracy*, 112 E. 19th St., New York 3, N.Y. 1945. 32 pp. 15c.

A concise, readable, and sympathetic history of the labor movement from Colonial days to V-E Day. Contains an excellent bibliography.

2. RECENT TRENDS IN BRITISH TRADE UNIONISM, by Noel Barou. Also A REPORT OF THE BRITISH TRADE UNION CONGRESS ON POST-WAR RECONSTRUCTION—A summary. *League for Industrial Democracy*, 112 E. 19th St., New York 3, N.Y. 1945. 32 pp. 15c.

A "must" for those who want to grasp the meaning and consequences of the British Labor Party's electoral victory. Contains an excellent bibliography.

3. YOUTH AND YOUR COMMUNITY, by Alice C. Weitz. *Public Affairs Committee, Inc.*, 30 Rockefeller Plaza, New York 20, N.Y. 32 pp. 10c.

With the warning that meeting the needs of young people will be the most serious problem facing the United States in the postwar world, a ten-point youth program is outlined. Successful projects in such cities as New Orleans, Moline, Chicago, Seattle, Newark, St. Louis, and many others are described. Valuable to teachers, parents, social workers, public officials, and even the "kiddies."

4. RACE RIOTS AREN'T NECESSARY, by Alfred McClung Lee. *Public Affairs Committee, Inc.*, 30 Rockefeller Plaza, New York 20, N.Y. 1945. 32 pp. 10c.

More than 35 national organizations representing labor, management, service groups, women's clubs, and youth groups were consulted in the preparation of this pamphlet. The American Council on Race Relations co-

operated in this study. Practical suggestions both for immediate emergency action and for long-range programs are outlined. A self-rating score card to test your Americanism is included. The author is head of the Sociology Department of Wayne University.

5. STATE F.E.P.C.—WHAT THE PEOPLE SAY. *American Council on Race Relations*, 32 W. Randolph St., Chicago 1, Ill. 1945. 16 pp. Single copies, 15c; 10 or more, 12c each; more than 100, 10c each, plus shipping charges.

Fair employment legislation is before many of the state legislatures. A variety of arguments for and against such legislation was presented earlier this year at the public hearings on the Ives-Quinn Bill in New York, which attracted nation-wide attention. To help increase understanding of such legislation, the American Council on Race Relations presents this analysis of the New York testimony, compiled and made available by a group of editors thoroughly familiar with the New York act and the hearings on it.

6. THERE CAN BE JOBS FOR ALL, by Maxwell S. Stewart. *Public Affairs Committee, Inc.*, 30 Rockefeller Plaza, New York 20, N.Y. 1945. 32 pp. 10c.

A summary of *Full Employment in a Free Society*, by Sir William Beveridge. A useful comparative study in connection with the full employment bill now pending in Congress. It is a welcome antidote against the defeatist who shouts, "You can't prevent unemployment after a war."

7. HOUSES FOR TOMORROW, by Thomas R. Caraskadon. *Public Affairs Committee, Inc.*, 30 Rockefeller Plaza, New York 20, N.Y. 1944. 32 pp. 10c.

This pamphlet is based on a study made by the Twentieth Century Fund's Housing Committee. It discusses the role of public housing, the number of jobs that will be created, and the changes that must be made in the housebuilding industry, in trade union practices, and in selling and financing methods. Pros and cons for home ownership are presented.

8. FOR YOUR CHILDREN, TOO. *Southern Conference for Human Welfare*, 506 Presbyterian Bldg., Nashville 3, Tenn. 1945. 32 pp. Free.

A beautifully printed and illustrated primer of Unionism. Leads to the conclusion that "Unions work for you and for your children, too."

9. EDUCATION OF TEACHERS FOR IMPROVING MAJORITY-MINORITY RELATIONSHIPS, by Ambrose Caliver. *Federal Security Agency, U. S. Department of Education*. 1944. 64 pp. 15c.

This study enumerates the courses and colleges that deal with racial and minority groups. Discloses that facilities for teachers to learn about minority groups are woefully inadequate. Defends vigorously the thesis that prejudice can be reduced by education.

10. THE ARCTIC IN FACT AND FABLE, by Vilhjalmur Stefansson. *Foreign Policy Association*, 22 E. 38th St., New York 16, N.Y. 1945. 96 pp. 25c.

Many universally held fallacies about the "Frozen North" are exploded in this fascinating booklet. A dazzling picture of the Arctic as a resort country and a region rich in many resources is revealed. The Arctic is destined to become the most traveled thoroughfare in the world in the coming Air Age. The author is a

"The sanest, most practical statement of our national educational problems that I have yet seen."

— CLAUDE FUESS

General Education in a Free Society

THE REPORT OF
THE HARVARD COMMITTEE

Introduction by
JAMES BRYANT CONANT

"As exhaustive an analysis within its lesser scope, as that of Thomas Aquinas in the *Summa Theologica* . . . the reading of this report is a stimulating experience, and provocative far beyond the confines of formal education." —Hiram Haydn, *N. Y. Herald Tribune Book Review*

"No other survey has scrutinized the educational field more comprehensively or related it so closely to the nation's welfare." —*Time*

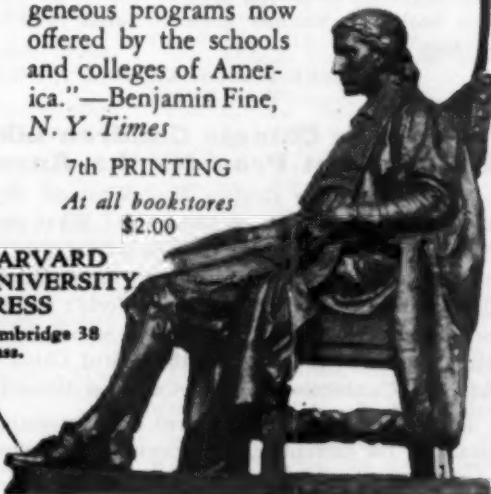
" . . . a blueprint for post-war education that can give breadth and unity, depth and meaning, to the heterogeneous programs now offered by the schools and colleges of America." —Benjamin Fine, *N. Y. Times*

7th PRINTING

At all bookstores

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HARVARD
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Cambridge 38
Mass.



foremost Arctic explorer and authority on Polar areas.

11. THE UNITED NATIONS CHARTER, by Clark M. Eichelberger. *American Association for the United Nations, Inc. and Commission to Study the Organization of Peace*. 45 E. 65th St., New York 21, N.Y. 1945. 48 pp. 10c.

Teachers will find this well written explanation and analysis of the Charter very helpful in understanding what was accomplished at San Francisco and what we may expect. The full text of the Charter of the United Nations is appended.

MEYER HALUSHKA, Local 1, Chicago

A Study of Our Forests

BEHOLD OUR GREEN MANSIONS, by Richard H. D. Boerker. *The University of North Carolina Press*, Chapel Hill. 1945. 313 pp. with photographs and maps. \$4.00.

This is a study of our American forests. The oft repeated but little heeded story of forest devastation is ominously told. The protective role of the forests in preventing soil erosion and floods is explained in convincing detail. Several chapters are devoted to the economic importance of forests and forest products. The destructive factors threatening our woods are fully discussed. Of timely significance is the illuminating report of the progress in forest conservation made by federal and state governments. Those Congressmen who voted the abolition of the CCC should be made to memorize the summary of accomplishments of the 3,500,000 young men enrolled in the nine-year project. Perhaps they'll reconsider their action.

The author's concept of conservation is a dynamic one. It is stated as "forest restoration for multiple use, with human welfare as the ultimate object."

Readers will find the presentation of forests as a means of recreation most stimulating. Already in 1937, 40,000,000 people visited our National Parks and National Forests.

A warm enthusiasm and love of the out-of-doors pervades the entire book. It is accentuated by the superb photographs.

Conservation is looming large on educational horizons. This book is a welcome guide to forest conservation teaching.

MEYER HALUSHKA, Local 1, Chicago

"What Are Chinese Children Like?" This Booklet Provides the Answers

What are Chinese children like? What do they eat and wear? What games do they play? What practical benefits will Americans experience by helping the Chinese in peace as well as in war? These are some of the questions answered in *One-Fifth of the World's Children*, a new booklet for young people of grade school and junior high school age, presented by the United China Relief Advisory Committee on Child Care and Development.

In writing the booklet, Mildred Price, executive secretary of the committee, has drawn on her knowledge of children gained through her work in behalf of Chinese children, and written of the kind of things children want to know. She has found that they want to see things in

terms of their everyday life. The first question asked a speaker at a Brooklyn junior high school, after she had spent a half hour explaining why China is important to us, was "Do the Chinese have stairs in their houses?" For a moment she was startled, then, as she was bombarded with questions, she saw that far from being disinterested in the broader aspects of her subject, her listeners were trying through the small details of life to visualize the Chinese as people of their own world. Young people will like *One-Fifth of the World's Children*, and close the booklet with a better understanding of what Ping Wong of China is like and why he is important to us.

Miss Price has also kept in mind the need which teachers, conducting study projects on China, have for material interesting to children. The booklet will be a welcome addition to such projects. Adults will be interested in the description of the scope and the purpose of U.C.R.'s work in China, and will enjoy the photographs.

The U.C.R. Advisory Committee on Child Care and Development, of which Mrs. Edward C. Carter is chairman, is anxious that the booklet have as wide a distribution as possible. Copies may be obtained at United China Relief or China Aid Council, 1780 Broadway, New York.

How to Run a Film Library

Appreciating the need for a functional manual on the mechanics of operating a 16 mm. classroom film library, Encyclopedia Britannica Films Inc. has published "How to Run a Film Library," for use by school film librarians.

The book is designed to help improve procedures so that better and more frequent use of films will be possible.

"How to Run a Film Library" is prepared in four general sections:

1. Forms for operating procedures.
2. Film storage.
3. Care, maintenance and repair of films.
4. How to offer more technical help to the film user (teacher).

The book is a "visual." Practically every function of the film library is visualized in pictures, samples, diagrams, charts, miniatures, and the like. A "blueprint" in film form of a film rack for projection on a blackboard is included, from which a manual-training department can build the racks.

Personalized, complimentary copies have been "ear marked" for visual instruction directors and directors of school film libraries. Distribution is being made through Encyclopedia Britannica Films franchised representatives. The manual is priced at 50 cents.

An Aid in the Selection of Films

To assist the teacher in selecting films, Encyclopedia Britannica Films Inc. recently published the seventeenth edition of the utilization scope chart. The new format of the publication makes it far more useful for the teacher. Films are grouped under their area and subject matter. Film content is described briefly but adequately.

Additional features of this aid to teachers are: (1) the listing of the collaborators and their affiliation; (2) identification of films for which visual learning guides are available; (3) identification of films available in foreign languages.

FREE FILMS

For the Victory Loan Drive!

Teachers who are planning school programs to aid in the victory loan drive will be glad to know that some excellent 16 mm. films are available for this purpose. There is no charge for the use of these films, which may be obtained through the state chairmen listed below.

In addition to providing the films the state chairmen will arrange for projection equipment, if necessary, and, if you wish, will provide a speaker and arrange for publicity.

Here is the list of films:

"PEACE COMES TO AMERICA."—President Truman, Secretary of the Treasury Vinson, and Ted Gamble, National War Finance Director, tell Americans how they can help their country "step out" on her peacetime program.—10 minutes.

"OBJECTIVE SECURITY."—Story of a momentous experiment in American government on Okinawa civilians.—18 minutes.

"DIARY OF A SERGEANT."—A real-life story of the rehabilitation of a soldier.—22 minutes.

"STILWELL ROAD."—Searing drama of the United Nations' bitterest campaign.—50 minutes.

"IT'S YOUR AMERICA."—A soldier learns what he has fought for.—35 minutes.

"TARGET INVISIBLE."—Finally told—the most

"hush-hush" secret of the war—radar.—15 minutes.

"ARMY AIR FORCES—PACIFIC."—The part played by Army Air Forces in the march to Pacific victory.—18 minutes.

"VOYAGE TO RECOVERY."—Shows how science, skill, and the world's best equipment are doing the job, with the backing of Victory Loan dollars.—10 minutes.

"THE FLEET THAT CAME TO STAY."—The exciting story of the fleet that stayed, and the price they paid, when the terror of the Kamikaze was unleashed against them.—22 minutes.

"CONQUEST OF THE NIGHT."—Night action aboard a destroyer equipped with newest radar devices.—10 minutes.



Obtain Victory Loan Film Through Your Nearest 16mm State Chairman

ALABAMA.—Kenneth W. Grimley, State Health Department, 2092 Commerce Building, Birmingham, Ala.

NORTHERN CALIFORNIA.—W. A. Patterson, Photo & Sound, Inc., 152 Kearney St., San Francisco, Calif.

SOUTHERN CALIFORNIA.—H. U. M. Higgins, War Film Coordinator, 229 N. Broadway, Los Angeles, Calif.

COLORADO.—Leila Trolinger, Bureau of Visual Education, University of Colorado, Boulder, Colo.

CONNECTICUT.—John H. Lyons, Endfield High School, Thompsonville, Conn.

DELAWARE.—Mrs. Margaret Ross, Supervisor Libraries and Visual Education, Wilmington, Del.

DISTRICT OF COLUMBIA.—Paul Brand, 816 Connecticut Ave. NW., Washington, D. C.

FLORIDA.—L. W. Griswold, 678 Lincoln Ave., Jacksonville, Fla.

GEORGIA.—Miss Hazel Calhoun, Manager, Calhoun Visual Education Co., 101 Marietta St., Atlanta, Ga.

ILLINOIS.—O. H. Coelln, Jr., Business Screen, 157 E. Erie St., Chicago, Ill.

INDIANA.—L. C. Larson, Bureau of Audio-Visual Aids, Indiana University, Bloomington, Ind.

IOWA.—H. L. Kooser, Director, Visual Instruction Service, Iowa State College, Ames, Iowa.

KANSAS.—Frank Bangs, Central Visual Education Co., Broadway Hotel Building, Wichita, Kans.

KENTUCKY.—Louis Clifton, Bureau of Audio-Visual Aids, University of Kentucky, Lexington, Ky.

LOUISIANA.—L. D. Slaton, Russell C. Roshon Co., Pere Marquette Building, New Orleans, La.

MARYLAND.—Milton Stark, Stark Films, Howard and Centre Sts., Baltimore, Md.

MASSACHUSETTS.—Richard F. O'Neil, Visual Education Service, 116 Newbury St., Boston, Mass.

MICHIGAN.—W. D. Engleman, W. D. Engleman Co., 701 W. Warren, Detroit, Mich.

MINNESOTA.—Mrs. Lucille South, Film Preview, 1504 Hennepin Ave., Minneapolis, Minn.

MISSISSIPPI.—Herschel Smith, Herschel Smith Co., 119 Roach St., Jackson, Miss.

EASTERN MISSOURI.—Ray Swank, Swank Motion Pictures, 614 N. Skinner Blvd., St. Louis, Mo.

WESTERN MISSOURI.—W. P. Hums-ton, Kansas City Sound Service, 926 McGee St., Kansas City, Mo.

MONTANA.—Oliver H. Campbell, Manhattan, Mont.

NEBRASKA.—Keith T. Smith, Modern Sound Pictures, 1219 Farnum St., Omaha, Nebr.

NEW JERSEY.—Art Zeiller, c/o Vitascope Corp., 120 Central Ave., Glen Rock, N. J.

NEW YORK (Down-State).—Edw. J. Mallin, 1270 Sixth Ave., New York, N. Y.

NEW YORK (Up-State).—John E. Allen, c/o John E. Allen, Inc., 6 George St., Rochester, N. Y.

NORTH DAKOTA.—T. W. Thordarson, Department Correspondence Study,

North Dakota Agricultural College, Fargo, N. Dak.

OHIO.—Leslie Frye, Director of Visual Education, Board of Education, 2060 Stearns Rd., Cleveland, Ohio.

OKLAHOMA.—M. L. Wardell, Director of Extension, University of Oklahoma, Norman, Okla.

OREGON.—Kingsley Trenholme, Department Visual Education, Public Schools, 631 N. E. Clackamas, Portland, Oreg.

PENNSYLVANIA.—W. H. MacCallum, War Finance Committee, 21 South 12th St., Philadelphia, Pa.

SOUTH DAKOTA.—R. D. Falk, Extension Division, University of South Dakota, Vermillion, S. Dak.

TENNESSEE.—J. E. Arnold, Division, University Extension, University of Tennessee, Knoxville, Tenn.

TEXAS.—John Gunstream, State Department of Education, Austin, Tex.

VERMONT.—H. B. Eldred, c/o Robert Hull Fleming Museum, University of Vermont, Burlington, Vt.

VIRGINIA.—Dan Browning, Ideal Pictures Co., 219 E. Main St., Richmond, Va.

WASHINGTON.—Clifton Pease, War Finance Committee, 901 Federal Office Building, Seattle, Wash.

WEST VIRGINIA.—W. P. Kellam, Film Division Library, University of West Virginia, Morgantown, W. Va.

WISCONSIN.—Mrs. Roa Kraft Meuer, Photo-art House, 844 N. Plankinton Ave., Milwaukee, Wis.

WYOMING.—J. R. MacNeil, Cooperative Film Library, University of Wyoming, Laramie, Wyo.

NEWS FROM THE LOCALS

Fifth Forum Season Sponsored by West Suburban Local

571 WEST SUBURBS, ILL.—The fifth season of the West Suburban Forum, sponsored and underwritten by the West Suburban Teachers Union, opened on October 2. This year's program includes six outstanding numbers:

- Oct. 2—Quincy Wright, *The New International Organization*, Proviso Auditorium.
- Oct. 16—H. R. Knickerbocker, *At the Ringside of History*, Proviso Auditorium.
- Nov. 4—Burton Holmes, *Today's Mexico*, Morton Auditorium.
- Nov. 13—Richard Bonelli, Recital, Morton Auditorium.
- Nov. 27—Mordecai Ezekiel, *Shifting from War to Peace*, Morton Auditorium.
- Dec. 11—Bruce Bliven, *Can Science Rescue Mankind?* Proviso Auditorium.

Season tickets are priced at \$2.00, including tax. Single admissions are 60c each, except for the Bonelli concert, which is \$1.20. Tickets may be purchased at the Morton High School ticket office, at the main office of Proviso High School, from members of Local 571, or by sending a check or money order to Paul Kiser, 536 S. Elmwood, Oak Park, Ill.

The forum is conducted as a public service to the West Suburban area, aimed to inform the public on matters of national interest, to stimulate healthy discussion, and to contribute to the cultural life of the community. Begun as an experiment, the forum has continued to attract an interested patronage who remained loyal in spite of gas and tire rationing, long hours of war work, and other strains which the war years imposed.

East Chicago, Indiana Wins Improved Salary Schedule

511 EAST CHICAGO, IND.—Following the suggestion made by the AFT local in East Chicago, the Board of Education voted to grant salary increases of \$100 to \$200. These increases were made possible by an increase in the amount received from the state of Indiana. It is important to note that the increases are not merely cost of living adjustments but are embodied in the regular salary schedule.

The new schedule is as follows:

| Years Of Experience | Classes Determined by Extent of Preparation | | | | |
|---------------------|---|------|------|------|--|
| | II | III | IV | V | |
| 0 | 1400 | 1500 | 1700 | 1800 | |
| 1 | 1500 | 1600 | 1800 | 1900 | |
| 2 | 1600 | 1700 | 1900 | 2000 | |
| 3 | 1700 | 1800 | 2000 | 2100 | |
| 4 | 1780 | 1900 | 2100 | 2200 | |
| 5 | 1820 | 2000 | 2200 | 2300 | |
| 6 | 1860 | 2040 | 2300 | 2400 | |
| 7 | 1900 | 2080 | 2400 | 2500 | |
| 8 | 1940 | 2120 | 2500 | 2600 | |
| 9 | 1980 | 2160 | 2550 | 2700 | |
| 10 | 2020 | 2200 | 2600 | 2800 | |
| 11 | 2060 | 2240 | 2650 | 2900 | |
| 12 | 2100 | 2280 | 2700 | 3000 | |
| 13 | | 2320 | 2750 | 3050 | |
| 14 | | 2360 | 2800 | 3100 | |
| 15 | | 2400 | 2850 | 3150 | |
| 16 | | | 2900 | 3200 | |
| 17 | | | 2950 | 3250 | |
| 18 | | | 3000 | 3300 | |
| 19 | | | 3050 | 3350 | |
| 20 | | | 3100 | 3400 | |
| 25 | | | 3200 | 3500 | |
| 30 | | | 3300 | 3600 | |

CLASSED DEFINED:

- II. Sixty (60) semester hours (72 weeks) of teacher preparation.
III. Ninety (90) semester hours (108 weeks) of teacher preparation.
IV. A bachelor's degree, or a Smith-Hughes license if the teacher is instructing in vocational work.
V. A master's degree.

Teachers having a doctor's degree and at least five years of teaching experience receive \$300 above the schedule for those having a bachelor's degree. Supervisors receive \$250 more than classroom teachers.

Assistant principals receive \$200 more than classroom teachers. Principals in schools having fewer than 1200 pupils receive \$300 more than classroom teachers; in schools having 1200 or more pupils, \$400 more.

Four Regional Institutes

Arranged by Michigan Locals

Plans for four regional institutes in Michigan were developed last summer by committees from the various Michigan locals of the AFT. The Michigan Federation of Teachers is proud of the contribution to education made by these institutes in previous years.

The schedule for the fall institutes was as follows:

- Region 6, Detroit.....Oct. 11-12
Flint, SaginawOct. 18-19
Grand RapidsOct. 25-26
Region 1, Detroit.....Nov. 13-14

The meetings are always open to all teachers and their friends. Membership in the Michigan Federation of Teachers is not a prerequisite for attending the institutes.

Los Angeles Citizens Organize Committee for Better Education

430 LOS ANGELES, CAL.—To secure better education for the youth of Los Angeles, representatives from various groups in that community, including the Teachers' Union, formed a permanent organization, the Citizens Committee for Better Education.

This Committee, organized in January, 1945, is a non-partisan group composed of unofficial representatives of about 30 organizations—civic, welfare, religious, labor, parents, educators and voters, educational groups of widely varying interests and activities—united by a common concern in the present and future education of the children of Los Angeles.

Last spring the committee took an active part in the school board election campaign. There is good reason to believe that the committee's work in that campaign resulted in important gains for education in Los Angeles. "The opposition assimilated a large part of the Citizens Committee for Better Education's program and even acted upon it during the campaign," reports the *News Letter* issued by Local 430.

"The Board took over the cafeterias with the purpose of improving and standardizing lunches and the

status of cafeteria employees. A Veteran center was established at City College and a high school will be turned-over to veterans. There will be a vocational school on the East Side and a trade school in the Harbor district. Three new junior colleges are to be set up. Thirty more child care centers are planned for next year. Thirteen million dollars will be spent in the near future on new school buildings. Steps are being taken to increase the Health Division Budget. Extension of adult education opportunity was pledged by the *Times* ticket. Eventual lowering of class load was promised. Teachers' salaries, it was broadly hinted, would be raised."

The committee "believes that America's goal of full employment, . . . of expanding opportunity for all the people, . . . of fuller, richer understanding between the nations of the world . . . calls for new skills and new attitudes, . . . for hand and mind expertly trained."

The committee believes that if Los Angeles is to make its proper contribution . . . and if it is to realize the promise of a better world, it is essential that education lead the way.

Omaha Local Wins Salary Credit For Outside Teaching Experience

695 OMAHA, NEB.—When a new salary schedule went into effect in Omaha in September, 1944, all credit for previous teaching experience outside of Omaha was eliminated, with the result that a number of teachers found themselves on a lower salary than under the old schedule. There was much dissatisfaction also because in some cases teachers with more years of experience were placed on a lower step in the schedule than others with less teaching experience, since no credit was given for experience outside of Omaha.

This discrimination started an investigation by the Omaha Federation of Teachers, AFT Local 695. The investigation revealed several other examples of discrimination. According to the salary schedule the non-degree teacher could not advance beyond the tenth step, although such teachers were required to show six college credits every six-year period. Furthermore there was no provision in the new salary schedule for vocational teachers.

In making a study of the practice

in other communities concerning the recognition of outside teaching experience the local found that in 55 cities credit for such experience was given as follows in 1944-45:

| NAME OF CITY | MAXIMUM YEARS CREDITED |
|---------------------|------------------------|
| Ashtabula, Ohio | 3/4 Prev. |
| Atlanta, Ga. | 2 |
| Belleview, Ill. | 5 |
| Birmingham, Ala. | 4 |
| Bremerton, Wash. | All Prev. |
| Buffalo, N. Y. | 5 |
| Chattanooga, Tenn. | 4 1/2 |
| Chicago, Ill. | 3 |
| Cincinnati, Ohio | 7 |
| Cleveland, Ohio | 5 |
| Columbus, Ohio | *2 Up |
| Denver, Colo. | *Yes |
| Detroit, Mich. | *Yes |
| Duluth, Minn. | 5 |
| East Chicago, Ind. | *Yes |
| El Paso, Texas | 5 |
| Elyria, Ohio | 3/4 Prev. |
| Erie, Pa. | *Yes |
| Franklin Park, Ill. | 5 |
| Ft. Wayne, Ind. | 6 |
| Gary, Ind. | 10 |
| Grand Rapids, Mich. | 3/4 Prev. |

| | |
|---------------------|-----------|
| Hammond, Ind. | 5 |
| Hibbing, Minn. | All Prev. |
| Jacksonville, Fla. | 3 |
| Jersey City, N. J. | 5 |
| Kalamazoo, Mich. | 5 |
| Kansas City, Mo. | 5 |
| Kenosha, Wis. | 5 |
| Kokomo, Ind. | 1/3 Prev. |
| La Crosse, Wis. | 5 |
| Lorain, Ohio | *Yes |
| Los Angeles, Calif. | 5 |
| Michigan City, Ind. | 5 |
| Minneapolis, Minn. | 8 |
| Muncie, Ind. | 5 |
| Newark, N. J. | 10 |
| Oshkosh, Wis. | 4 |
| Peoria, Ill. | 1/2 Prev. |
| Pittsburgh, Pa. | 3/3 Prev. |
| Portland, Ore. | 8 |
| Quincy, Ill. | 5 |
| Rockford, Ill. | 5 |
| St. Joseph, Mo. | 1/2 Prev. |
| St. Paul, Minn. | 9 |
| St. Louis, Mo. | *Yes |
| San Antonio, Texas | 1/2 Prev. |
| Schenectady, N. Y. | 4 |
| South Bend, Ind. | *Yes |
| Springfield, Ill. | 3 |
| Superior, Wis. | 4 |
| Toledo, Ohio | 6 |
| Trenton, N. J. | *Yes |
| Wilmington, Del. | *Yes |
| Zanesville, Ohio | 4 |

Last spring the local voted unanimously to present the following recommendations to the Board of Education:

RECOMMENDATION I

Recommended, That the credit for previous teaching experience, granted by the Administrations in past years, be fully restored to the teachers now in the system, and that such teachers be put upon their proper steps on the salary schedule beginning with the school year 1945-1946, and furthermore it is

Recommended, That the Omaha Board of Education go on record as crediting a year of experience for a year's salary credit up to a maximum of five years to those teachers who entered the Omaha school system during the school year 1944-1945 and to those teachers coming into the system in September, 1945, and subsequent years, to apply to their placement on the salary schedule.

RECOMMENDATION II

Recommended that . . . non-degree teachers be allowed to advance in the salary schedule the same as degree teachers, with the proviso that they be one step behind the degree teacher until the time that such teacher obtains a degree; or, in the case of a vocational teacher, the

equivalent of a degree, as outlined in Recommendation III.

RECOMMENDATION III

Whereas, vocational and shop teachers obtain their training and experience by an apprenticeship and working as journeymen at the trade. Oftentimes this exceeds, in point of time, the years spent in college to obtain a degree. And the vocational teacher is as well grounded in his trade as the teacher in his academic line, and

Whereas, it is desirable to attract competent journeymen to enter teaching service to adequately prepare pupils for entrance into industrial and commercial lines, and

Whereas, The beginning teaching salary of \$1,260 is far below the wage of a competent journeyman, and is not acceptable to a craftsman of ability, therefore it is

Recommended, that a vocational or trade teacher be allowed a year's salary credit for each year of trade experience up to a maximum of five years upon entering the school system, and it is further

Recommended, That a vocational

or trade teacher with his apprenticeship and three years' experience as a journeyman . . . be given the standing of a non-degree teacher until such time as he has completed 18 hours in Education, at which time he shall be given the same standing and privileges as a degree teacher.

The work of the Omaha local has met with considerable success. Recently the Board of Education voted that "credit for outside experience be allowed up to three years. The two years of experience required for employment would still stand but credit on the salary schedule would be given for one, two, or three years of outside experience over and above the two years required . . .

"The adoption of these recommendations would increase the possible initial salary for teachers with five years' outside experience by \$270, or from \$1260 to \$1530. It would also increase present salaries of teachers who had experience prior to Omaha employment in excess of the two years required by \$90, \$180, or \$270, according to the number of years' outside experience. These increases for teachers presently employed

would be in the lower salary brackets, where additional money is particularly needed. The entering salary would be the same as now (\$1260) for teachers with two years' experience or less; \$1350 for those with three years' experience; \$1440 with four years' experience; and \$1530 for those with five years' experience."

Recommendation II of the Omaha local passed as requested so that the non-degree teacher now advances in the salary schedule just one step behind the teacher with a bachelor's degree.

In addition the Board seems to have made some adjustment for the vocational teachers, since it voted also that as a "special dispensation" for next year only "in the cases of highly specialized positions where the supply of teachers is badly limited and where candidates cannot be secured even at \$1530, an allowance may be made for two additional years of experience, bringing the initial salary in those cases up to \$1710 but that individuals so placed must remain at the same salary for two years before receiving additional increments."

Flint Board of Education Member Discusses Duties of School Board

435 FLINT, MICH.—"Boards of education too often consider it their duty to provide schooling at the lowest possible cost to taxpayers, as if it were a bargain basement, with emphasis on quantity and variety rather than quality," said George D. Stevens, a member of the Flint Board of Education, in addressing the convention of the Michigan Federation of Teachers.

Mr. Stevens was formerly a teacher in Flint Junior College and an active member of the Flint Federation of Teachers. His address was reported in a recent issue of the *Detroit Teacher*.

The first duty of a board of education, according to Mr. Stevens, is to outline the best possible educational program the resources of the community can support without regard to its present income, and then mobilize community resources to bring such a program into being.

"The average board of education," declared Mr. Stevens, "finds its time too much taken up with routine business matters, like who is to get the coal contract, or with trivial items, like whether or not girls may wear slacks to school."

The major job of the good board of education member should be to direct school policies and rally the

community to support sound and progressive programs. Boards of education need not be "educational theorists," according to Mr. Stevens, nor yet neglect the business management of the schools to fulfill their first obligation of policy-making.

Mr. Stevens was quite specific about the relations of a good board of education to its employees:

"The board should insist that its administrators deal democratically with its employees. Teachers should have a voice in promotions, curriculum revisions, and choice of textbooks.

"Employee organizations should have the right to bargain collectively with the administration or, on major issues, with the board. This should be done readily, with an air of congeniality which evinces a realization that problems are mutual . . .," concluded Mr. Stevens.

AFT Member Elected To Executive Board of Montana Labor Federation

502 ANACONDA, MONT.—Miss June Burke, a member of the Anaconda Teachers Union, was recently elected to the executive board of the Montana State Federation of Labor. She is the only woman member on the board.

Ottawa Teachers Serve At Streator Canteen

812 OTTAWA, ILL.—The Ottawa Grade Teachers Association, AFT Local 812, joined with the grade school janitors, the Superintendent of Schools and Mrs. Warren P. Shepherd in operating the Streator Service Men's Canteen at the Santa Fe Depot on August 21. Some 2000 servicemen were served, including a special troop train of Navy men en route to the Pacific for service as occupation forces.

Sandwiches, tomatoes, doughnuts, cookies, fruit, coffee and milk comprised the menu for the day.

The committee in charge of arrangements consisted of Clara Thorson, Lucile Sanders, Otilia Gerdig, Ruth Callahan, Isabel Wilson, and Rosemary Sinon.

Indianapolis Adopts New Salary Schedule

581 INDIANAPOLIS, IND.—This fall a new salary schedule went into effect for the teachers of Indianapolis. The scale for teachers without a degree starts at a minimum of \$1700 and reaches a maximum of \$2600. For teachers with a bachelor's degree the maximum is \$3050, and for those with a master's degree the maximum is \$3400.



HUBERT H. HUMPHREY

New Mayor of Minneapolis Is Member of AFT Local 444

444 The Minnesota Federation of College Teachers can well be proud of the fact that one of its members, Hubert H. Humphrey, was recently elected *mayor of Minneapolis*.

The new mayor was formerly a political science professor at Macalester College. Immediately before he entered the race for mayor he was assistant area director for the WMC.

According to the *Guild Reporter* of August 10, Mr. Humphrey "spearheaded a clear-cut victory for labor-

endorsed candidates who captured control of the city council for the first time in more than a decade." Mr. Humphrey's program called for "effective action to solve the housing problem, proper postwar planning to insure a high level of employment, a vigorous program to encourage business expansion, a realistic plan to solve the city's financial situation, and the building of an over-all community relations program to eliminate inter-racial friction and discrimination in employment."

Hibbing Teachers Develop Equitable Salary Adjustment Schedule

669 HIBBING, MINN.—During the years 1942-45 the Hibbing teachers, under the leadership of the Hibbing Federation of Teachers, AFT Local 669, were instrumental in bringing about a much more equitable distribution of salaries than had been in effect previously. When it was found that teachers at the same level of experience and professional advancement were receiving salaries varying, in some cases, by as much as \$650, the Hibbing teachers proceeded to develop an ingenious plan for clarifying and correcting the discrepancies.

By drawing charts and locating each teacher in each of the four different classes on the basis of salary and experience the discrepancies in salary were made glaringly evident. Both the superintendent and the school board were interested. A committee of the teachers developed a plan whereby those who

were receiving the lower salaries in relation to the degree of their training and experience were given adjustments in salary each year until they approached "adjustment lines" arrived at by the teachers themselves on the basis of conference and mutual consent. At the end of the three-year period it was found that the discrepancies had largely disappeared and a much more equitable distribution of salaries was attained.

As seen in retrospect the outstanding merits of the plan seem to be: (1) teacher initiative; (2) cooperation among the teachers and between teachers, administration, and board; and (3) fairer consideration of all members of the teaching staff.

This plan has been written up in detail and a copy is in the hands of the editor, where it may be examined by those interested.

AFT Locals in Washington, D.C. Protect Tenure, Win Salary Increase

8&27 WASHINGTON, D. C.—Last spring Congress had before it a so-called "teacher" bill, the purpose of which was to raise the salaries of the teachers and officers in the public schools of the nation's capital. But in the form in which the bill was introduced, no teacher would receive any immediate increase in pay, although all the officers would receive benefits ranging from hundreds to thousands of dollars. Furthermore, the bill provided for demotions without trial and endangered tenure.

The Teachers Unions in Wash-

ton were the only group that sought to change the bill. AFT President Landis went to Washington to help the AFT locals plead their cause. His clear analysis of the bill and his effective pleading were important factors in bringing about desirable changes in the bill.

As a result of the efforts of the AFT locals and of President Landis the tenure of the Washington teachers was protected, the provision for demotion without trial was eliminated, and an immediate increase of a minimum of \$100 was granted to all teachers.

Minneapolis Locals Study Policy for Transfer of Teachers

59&238 MINNEAPOLIS, MINN.—The transfer of teachers has been one of the subjects under discussion in Minneapolis for the last few years. Although there has been considerable improvement in the transfer policies in recent years, most of the AFT members of Minneapolis would like one basic change: they favor a policy of *seniority in the system*, rather than seniority in the building, when transfers become necessary because of a drop in enrollment. Seniority in the system would be limited to the teachers in the particular building from which the transfer must be made, and would be further limited by the subject fields in which the teacher is fully qualified to teach.

Winona AFT Member Elected President Of Northland College

648 WINONA, MINN.—Dr. Manley MacDonald, a member of the Winona State Teachers College Federation, AFT Local 648, and a vice-president of the Minnesota State Federation of Teachers, was recently elected president of Northland College.

Dr. MacDonald had been on the staff of the Winona State Teachers College since 1935. During that time he did a great deal for teachers in the surrounding districts, especially rural teachers. He has had broad teaching, administrative, and industrial experience.

Ex-Governor Edison of New Jersey Urges Teachers to Take Initiative

775 IRVINGTON, N. J.—In an address before 300 Irvington teachers campaigning for a \$200 salary increase, Charles Edison, former governor of New Jersey, declared that the raising of teachers' salaries to adequate levels was necessary to the welfare of the nation. The September issue of the *New Jersey Teacher* contains a report of Mr. Edison's address.

Declaring that teachers are "notoriously timid," Mr. Edison urged greater militancy. "You can succeed only if you fight," he said.

Edison acknowledged that sub-standard salaries were mainly responsible for the present teacher shortage and exhorted the teachers themselves to take the initiative in remedying the situation. "Instead of insisting that the job of education is of overwhelming importance," he said, "dissatisfied teachers quietly re-

sign and go into other lines of endeavor, maybe hotel dishwashing, which pays \$200 monthly plus room and board."

Pointing to the present exodus from the teaching profession, the shortage of teachers, and the small enrollment in the teachers' colleges, he declared that "nothing the Japs had to offer is half as dangerous to America as these facts."

The ex-governor said that for a prosperous postwar period the national standard of living must rise 50% in order to provide full employment. "Education has the responsibility of serving an expanding economy by progressively upgrading the productive skills and management aptitudes of the American people. . . . You must see to it that education is fairly treated and you must be able to point up the benefits to all," he said.

New AFT Local in Boone, Iowa Receives Enthusiastic Support

842 BOONE, IA.—After some correspondence with officers of the Boone Central Labor Union relative to the formation of an AFT local in Boone, the teachers were invited to a meeting on October 3. The meeting was attended by fourteen teachers, the Boone County superintendent of schools, and the president and secretary of the Central Labor Union. After considerable discussion twelve signatures were placed on a charter application. Many more teachers would have attended if they had been notified of the meeting.

After the meeting charter application blanks were taken by several of the teachers attending, and two days later the number of names on the charter application had reached 45.

This is about 48% of the teachers in the city of Boone. Officers of the new local are: F. E. McIntyre, president, and Morgan I. Thomas, secretary-treasurer.

On October 24 an open meeting was held for both the city and the county teachers of Boone. AFT President Joseph Landis was the speaker on this occasion. Interest in the new local is high among the teachers.

Much of the credit for the organization of the local must go to the officers and members of the central labor body, since they secured names of interested teachers and arranged for the initial meeting. Support for the new local is assured by the local labor unions.

Buffalo Local Presents Resolutions On Education and on Discrimination

377 BUFFALO, N. Y.—Several important resolutions on education and on anti-discrimination were presented at the Buffalo regional conference of the New York State Federation of Labor, held in lieu of the state convention because of travel restrictions. These resolutions, presented by delegates George W. Provost and Herman Elson of the Buffalo Teachers' Union, emphasized the need of adequate salaries and greater tenure protection

for teachers, the importance of increasing state aid to communities, and the implementing of anti-discrimination measures.

The Buffalo Teachers Union found that at the last session of the New York legislature the support of the Buffalo Federation of Labor and the State Federation of Labor proved very valuable in making contacts and securing a hearing before legislators.

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AFL Machinists Award Prizes to Graduates

3 PHILADELPHIA, PA.—An award of \$25 for the best essay on "The Ideology, Structure, and Functions of Trade Unions," and an award of \$15 for the second best essay were offered to the members of the graduating class of the Newport High School by the Newport Local, No. 1681, of the International Association of Machinists.

Benjamin W. Barkas, a member of AFT Local 3, helped in the development of the idea and later helped in preparing a selected bibliography of books and pamphlets which could be used by students competing.

These awards are probably the first of their kind to be offered in Pennsylvania. They will undoubtedly aid in the establishment of good public relations in the community.

Sioux City Labor Sponsors Contest in High Schools

828 SIOUX CITY, IA.—The Sioux City Trades and Labor Assembly has established, for the graduating classes of the five high schools of Sioux City, an annual essay contest on some subject relating to labor. The subject last year was "Labor-Management Cooperation." Several of the essays were published in the local labor paper, the *Unionist and Public Forum*.

Labor Notes

By MEYER HALUSHKA, Local 1

Labor Unrest?

Labor wants jobs for all at decent wages. Labor wants a prosperous America for everyone: We have the resources, manpower and technical knowledge to end mass unemployment, poverty and economic insecurity.

During the war, labor pledged itself not to strike for higher wages or better working conditions. The pledge was kept 99.9%—as near perfect as is humanly possible. Wages were frozen; but the prices of goods and services skyrocketed.

Some gains were made. The national average weekly wage for factory workers rose from \$23.90 in 1939 to \$46.03 in 1945. The increase came as a result of premium overtime pay, upgrading, production bonuses, and the 15% increase in basic pay allowed by the Little Steel formula. This means a wage increase of 92%—before taxes. But this gain was balanced by a 50% rise in living costs despite the OPA controls.

Not all workers were that fortunate. Senator Pepper disclosed that about 10,000,000 workers, more than one-third of the wage earners in private, non-agricultural employment, earned less than 65 cents an hour during these "prosperous" war years. A Senate subcommittee reported that at 1943 levels an average family's maintenance budget "at old WPA minimum standards" required an annual income of \$1,673, or about 80¢ an hour. To achieve a "health and decency" standard an annual income of \$2,964 is necessary, states the Heller Committee for Research in Social Economics. This requires a wage rate of \$1.40 an hour based on a forty-hour week and a fifty-two-week year.

Since V-J Day, cutbacks in hours of work have resulted in a 25% to 30% cut in weekly pay. Workers ask that their peacetime pay be frozen just as their wartime pay was. They are not asking for a raise but that their take-home pay check remain the same. This does require an increase of 25%-30% in the basic rate of pay. For obviously the retention of a 52-hour week is unthinkable if we are to have job opportunities for the returning veterans and unemployed war workers.

Can industry afford the increase? Will the increase mean higher prices

and ruinous inflation? Labor and economists say "yes" in answer to the first question, and "no" in answer to the second.

William Green, president of the AFL, emphasizes that: (1) wage rates can be increased without bringing about inflation because the higher rates would only make up to workers the income they are losing due to the loss of overtime pay; (2) payment of higher wage rates need not force higher prices for products because of the tremendously increased productivity of labor. William H. Davis, former head of the Economic Stabilization Board, supports this statement. He announced that "industry can raise wages up to 50% without price increases. This is possible due to the economies of large-scale production as reflected in the lower input of labor, materials and overhead charges per unit of output."

Increase in labor productivity in the past has made it possible for industry to raise wages and reduce prices at the same time, and still make adequate profits.

Full production and full employment are dependent on full consumption. Only if the purchasing power is large enough to buy all the goods and services being produced will we have jobs and abundance for all. The consumers' market is more dependent on workers' buying power than on that of any other group; for workers are both producers and consumers.

Industry has fared well during the war. The United States Department of Commerce reveals that the net profits of corporations, after taxes, in 1944 were \$9.9 billion, as compared to \$4.2 billion in 1939. This is a net increase of 135%. In addition, corporations have piled up \$31 billion in undistributed profits and have gained about \$4 billion worth of new plants at government expense. The WPB found that since 1940, corporations have accumulated about \$25 billion of carry-back credits with the treasury. There is also on hand \$2,300,000,000 in tax refunds in the event that profits drop. Repeal of the excess profits tax and further reductions of corporation taxes are assured. Can industry afford higher wages? Let us remember that low wages come with depressions, not prosperity. Not labor unrest but corporation greed is re-

tarding reconversion and postwar prosperity.

The First Ten Years of the Wagner Act

The National Labor Relations Act is ten years old. It has survived savage attack by anti-union groups. The constitutionality of the National Labor Relations Board rulings has been challenged 55 times before the United States Supreme Court. Only in two of these tests were the NLRB orders invalidated.

During the first decade, the NLRB handled 74,000 cases. More than 2,000 company unions were disbanded. About 300,000 employees who were "fired" for union activities were reinstated. Of these, 30,000 received \$9,000,000 in lost back pay.

The NLRB conducted 24,000 elections in plants so that the employees could freely choose their collective bargaining agency. In 20,000 of these elections, unions won out. The AFL unions were victorious in approximately 8,000 elections, the CIO gained about 9,000, and approximately 2,500 went to unaffiliated unions.

Paul H. Herzog of New York is the chairman of the NLRB, succeeding H. A. Millis.

Labor Loses a Friend

The Rt. Rev. Msgr. John A. Ryan, prominent Catholic teacher and social welfare authority, died in St. Paul, Minn., at the age of seventy-six.

Msgr. Ryan's death was mourned by workers everywhere; for he was always a courageous advocate of progressive labor legislation and an eloquent defender of freedom and economic justice.

For many years he was professor of philosophy at the Catholic University and for a time dean of the School of Theology.

He was director of the Social Action Department of the National Welfare Conference. Both by tongue and pen he championed labor's cause. His books, "The Living Wage" and "Distributive Justice," are among the labor classics.

AFL President William Green said: "No one can correctly measure the great loss which the people of our country, and labor particularly, have sustained as the result of the death of Monsignor Ryan. The officers and members of the American Federation of Labor are grieved at his passing."

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